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ABSTRACT

The purpose of the study was to define and describe the role of the district supervisor of trade and industrial education as perceived by the district supervisor and by the clientele that he/she serves (day trade instructors, coordinators, and local vocational administrators). The scope of the study was limited to trade and industrial education at the secondary level. Descriptive survey research method was used. Forty-five supervisory tasks were selected by two juries of experts for inclusion on the instrument. Each task was assigned to one of four areas of supervision by a second jury of experts. Respondents were asked to rate the importance of each of the tasks and the frequency with which each was performed. The population consisted of 8 district supervisors, 107 coordinators of trade and industrial education, 215 day trade instructors, and 65 local vocational administrators. Results showed a high level of agreement among all groups as to the way they ranked the importance of and frequency of tasks of the district supervisor. District supervisors tended to rate the tasks as being more important and performed more frequently than did any other group. Transmission of information between the State department of education and local programs of trade and industry was perceived by the district supervisor and his reference groups as among his/her most important duties. No group considered preparation of reports and written materials among the most important tasks, even though it was thought to be one of the most frequently performed. Seen as among the most important tasks of the district supervisor was providing leadership and assistance in the improvement of teaching techniques and informing teachers of new developments in equipment and resources. Recommendations are given, and the task list with complete data analysis is included. (LAS)

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AN ANALYSIS OF TASKS PERFORMED BY DISTRICT SUPERVISORS OF TRADE AND INDUSTRIAL EDUCATION IN ALABAMA

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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RESEARCH COORDINATING UNIT
DIVISION OF VOCATIONAL EDUCATION
ALABAMA STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130

December 1, 1976

Report Number RCU-A-76-018

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Dr. Wayne Teague
State Superintendent of Education

Dr. T. L. Faulkner
State Director
Division of Vocational Education

FORWORD

The expanding scope and variety of trades and industrial education programs create changing demands on state staff providing supervisory and consultative services to instructors and local administrators. Reassessment of the role of district supervisors is needed to assure maximum services to local instructors and administrators.

The study reported herein was conducted to ascertain basic information for developing job descriptions and planning professional development programs for district supervisors of trades and industrial education in Alabama. Although the setting and population of the study were within the Alabama vocational education system, the information obtained may have applicability to similar groups and settings in other states.

We are indebted to James H. Cornell of the Research Coordinating Unit for conducting the study and developing this report. This study was submitted as a dissertation to the Ohio State University. Appreciation is expressed to A. J. Miller, J. Robert Warmbrod, William Dowling, and James E. Sage, members of the dissertation committee, for their contributions to the study.

Special recognition is also due the following Alabama vocational educators: J. C. Lindley, state supervisor of trades and industrial education; district supervisors of trades and industrial education; local vocational education personnel; and other members of the Research Coordinating Unit. Each of these individuals contributed essential services to the study.

S. Douglas Patterson, Director
Research Coordinating Unit

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I. INTRODUCTION

Although modern management systems have accentuated the need to define roles within educational organizations, the concept is not new. A 1957 study at The Ohio State University (7) attempted to define areas of desirable behavior of the educational administrator. One function of the administrator, as defined by the study included: "Personnel in school systems should have clear assignments. It is the administrator's responsibility to clarify and determine roles for and with staff members with whom he works." Also concerning the need to establish and define roles, Morphet et al state (29):

> The organization must provide for the determination of the roles of each member of the group. Again, the method of determining these roles will vary widely among different groups, depending upon the nature of the group. . . Regardless of how roles are determined, each member of the group must have an appropriate role for the social system to function with maximum efficiency.

Even though most educators agree concerning the necessity of defining roles, a problem encountered by supervisors is that of identifying role expectations with regard to supervision.

> Teachers, forced to guess about precise job descriptions, tend to see authority in the supervisor which administrators have generally not confirmed and which the supervisor always doubts. Unable to settle the conflicting perceptions of his job, the supervisor responds in an understandable but regretable fashion--he too frequently tries to please everybody. The typical result is a tendency toward concensus in judgement, caution in the exercise of authority and hypersensitivity to the role expectations of others. (49)

The role of the supervisor has drawn many questions which have yet to be answered. What is supervision? What is the supervisor? Why supervision? Although numerous attempts have been made to answer such questions, the search continues because throughout history both the perceived role and the actual role of the educational supervisor have been in a constant state of change (32). "As a result, those engaged in this vital instructional leadership activity are confronted with confused conceptions of their professional mission, conflicting and overwhelming duties, and lack of appreciation and understanding from either the people with whom they work or the public that employs them." (16)

Gwynn (16), in his book, Theory and Practice of Supervision, lists some possible role expectations which the supervisor may face.

> . . . Some authorities would make the supervisor a strictly professional official, highly trained to do a major administrative job. Another group would go far in the opposite direction, divorcing the supervisor from administrative duties and responsibilities; this action would result in a supervisor whose main responsibility is to help teachers meet their problems. A third group of educators would make the supervisor's position mainly that of a teacher of teachers, improving instruction through in-service education. A fourth group, active and vocal, would center the emphasis around human relations; they would interpret the supervisor's responsibility as the effective use of group processes with teachers, pupils and other school personnel. A fifth group regards supervision as a task including both supervision and curriculum revision . . .

With such divergence of expectations facing the supervisor, it is understandable that his perception of the supervisory role is often at odds with those persons he serves even though he may not recognize these discrepancies. According to Gross (15), those who use role conflict to refer to cultural contradictions perceived by an observer would use it to include any contradiction to which an actor may be exposed. There are no implications that the actor is necessarily aware of or perceives incompatabilities for his behavior.

In a nationwide study of the administration of vocational-technical education, Chester Swanson (40) stated:

> Research done within the concept of role and role analysis has provided a growing awareness of the importance of role theory in education administration. In general, role studies have indicated that when those concerned differ in their perceptions of what a role is or should be, conflicts and a decrease in effectiveness and efficiency may result.

Orientation to the Problem

The State Director of Vocational Education in Alabama is responsible to the State Board of Education for the overall administration, supervision, evaluation, and promotion of vocational education programs. He is the official representative to the state superintendent for all phases of vocational education including liaison with the advisory council (2). For administrative purposes the state director's staff includes eight state supervisors of vocational education service areas. The largest service area in terms of number of teachers is trade and industrial education.

Each state supervisor of vocational education is assisted by district supervisors who are responsible for supervisory activities in designated geographic regions. In addition to being the supervisory arm of the state department of trade and industrial education, the district supervisor is often the major link between local vocational programs and the State Department of Education.

In performing the supervisory function, the district supervisor must work with many persons from different organizational levels within the state and local education agencies. These various groups of people include: local vocational administrators, vocational education coordinators, and instructors.

During recent years, especially since 1963, the number of persons with whom the district supervisor must work has increased rapidly. This growth, however, has not been accompanied by a corresponding increase in supervisory personnel at the district level. A situation of fewer supervisors per student, teacher, and administrator has resulted in major changes in the district supervisor's area of work and the nature of his work.

Because of these changes, the district supervisor is confronted with confusing and sometimes conflicting expectations of his role. If he is to reach full potential in planning, organization, and leadership, the district supervisor must at least be aware of what these expectations are.

Statement of the Problem

The purpose of this study was to define and describe the role of the district supervisor of trade and industrial education as perceived by the district supervisor, the day trade instructor, the coordinator, and the local vocational administrator.

The study sought answers to the following questions:

1. What do the following groups perceive to be the most important tasks performed by the district supervisor of trade and industrial education?

  a. district supervisors
  b. local vocational administrators
  c. coordinators of trade and industrial education
  d. day trade instructors

2. What differences are there between the perceptions of the selected groups with regard to the perceived importance of supervisory tasks?
3. What do the selected groups perceive to be the most important tasks that are performed within the following areas of supervision?
   a. administration
   b. curriculum and instruction
   c. public relations
   d. evaluation
4. Is there a relationship between the length of time a person has served in his present position and his perceptions regarding the importance of tasks performed by the district supervisor?
5. What do the selected groups perceive to be the tasks performed most frequently by the district supervisor of trade and industrial education?
6. What differences are there between the perceptions of the selected groups with regard to the frequency with which tasks are performed?

7. What do the selected groups perceive to be the tasks that are performed most frequently within the following areas of supervision?
    a. administration
    b. curriculum and instruction
    c. evaluation
    d. public relations

Need for the Study

The present study should have an impact upon the effectiveness and efficiency of district supervisors of trade and industrial education in Alabama and possibly in other states. The results will provide the state supervisor of trade and industrial education with a data base from which to develop relevant pre-service and in-service education programs for district supervisors. In addition, the district supervisor can use the findings for self-evaluation and identification of strengths and weaknesses in his supervisory program. The results will also help local vocational personnel better understand the role of the district supervisor, thereby promoting cooperation and coordination of efforts.

The product yielded from this study will provide information which can be used to refine the organization of state supervision of trade and industrial education in Alabama. The study may also lead to further, more intensified investigations of roles within trade and industrial education and other service areas.

Ultimately, the most valuable return from this investment may be the improvement of classroom instruction and a better educated student.

Limitations of the Study

1. Only full-time district supervisors of trade and industrial education, coordinators of trade and industrial education, local vocational administrators, and day trade instructors who were employed in the State of Alabama during the 1975-76 school year were included in the study.

2. Only those persons who had been employed in their present position for at least one full year were included in the study.

3. The scope of this study was limited to trade and industrial education at the secondary level.

Definition of Terms

Role - A set of behaviors expected of an incumbent in a particular position.

District Supervisor - A position within the state department of trade and industrial education, sometimes known as the field supervisor, intermediate supervisor, or assistant state supervisor, which requires direct contact with public schools through administration and/or teachers for the purpose of insuring quality in programs and compliance with the provisions of the state plan for vocational education.

Reference Group - A group of individuals employed in the same or similar position with whom the district supervisor must interact in the discharge of his responsibilities.

Local Vocational Administrator - The person appointed to take charge of the total activities of a vocational program within an area vocational center or local school system.

Coordinator of Trade and Industrial Education - A member of the school staff responsible for integrating the classroom instruction and on-the-job activities of trade and insustrial education students in the cooperative program.

All Day Trade Instructors - Persons responsible for conducting courses for persons regularly enrolled in a full-time secondary program who have selected a trade and industrial pursuit and who wish to prepare for useful employment in that occupation.

Trade and Industrial Education - Instruction which is planned for the purpose of developing basic manipulative skills, safety judgement, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in trade and industrial occupations and to upgrade or retrain workers currently employed in such occupations.

II. REVIEW OF RELATED RESEARCH AND LITERATURE

A Concern for Leadership and Supervision in Vocational Education

Concern for the leadership and supervision of vocational education has been evident since its acceptance as part of a public institution. The Smith-Hughes Act of 1917 permitted the use of Federal funds for paying the salaries of supervisors of agricultural education. The Federal Board for Vocational Education, in 1918, authorized the use of Federal funds allocated for teacher training to pay salaries and other expenses of supervision in all existing service areas of vocational education. This authorization was made in order to stimulate the states to provide state supervision in the existing areas of vocational education (35).

In 1963, The Panel of Consultants on Vocational Education in their report, "Education for a Changing World of Work," (33), emphasized the need for leadership in vocational education:

> The leadership of vocational education will determine both its quality and effectiveness. In a rapidly changing world, this leadership must be dynamic and forward-looking, and able to adapt its thinking to the constantly changing situation which it faces. Capable leadership is always in short supply, especially in the new fields.

In a report from the National Advisory Council on Vocational Education, Vocational Education - The Bridge Between Man and His Work (30), it is stated that:

> Prior to the Vocational Act of 1963, leadership activities had received only token attention nationwide. It was left to the old theory that "the cream will rise to the top" to supply part of the need for leadership, but suddenly the demand for sophisticated personnel in leadership positions made the old practice unsatisfactory and new catalysts were needed.

Vocational education since 1968 has experienced tremendous growth. The Vocational Education Amendments of 1968, while providing more funds than ever before for vocational education, placed greater responsibilities for leadership on state and local levels. "Vocational education is at a point in history where its leadership demands have increased in both quality and quantity. The bold expansion of vocational education programs and the numbers of people being served has intensified the need for leaders at all levels." (16)

With the expanding and changing role of state divisions of vocational education, the need for persons capable of giving dynamic leadership becomes more critical (46). Hindes (20) and Wenrich (46) suggest that the quality of leadership in trade and industrial education will determine both the quality and effectiveness of programs.

Effective leadership as a basic need in education at both the state and local levels has advanced in direct proportion to the degree of statewide leadership it has had available to it (43). A realization of this fact has developed into a trend toward the employment of highly trained supervisors and curriculum coordination personnel (16).

History indicates that Americans place education in a place of high priority. The willingness of most Americans to support education, both private and public has been demonstrated time and time again. Although this support has seemed inadequate at times and in some areas, there is little question that many efforts have been made to provide educational opportunities for American youth and children (18). Yet, as the nation faces the inevitable necessity of spending even more time, effort, and money just to maintain present standards, Americans are demanding relevance and accountability in education.

"There is general agreement among educators that the quality of educational programs in the public schools need improvement. There is further agreement that this improvement can be made more efficiently by educators. One way to bring about this improvement is through an effective supervisory program" (17).

Regarding the need for quality state level leadership of vocational education, Koble (23) stated:

> Vocational education, in its present catalytic role for career education, requires dynamic and viable leadership. To provide this, leaders require futuristic preparation and continuous upgrading. Present programs for the preparation and upgrading of leaders are not adequate in view of projected needs. A primary reason for this has been the lack of a dynamic knowledge base regarding the roles and functions of leaders . . .

Related Research

Though many role studies have been conducted in the field of education, research related to role perceptions in the area of vocational education is limited. Only two studies, which were conducted by Rice (34) and Magisos (26), were located which dealt specifically with the role of the district supervisor.

The central purpose of the Rice (34) study was to identify the role of the state field supervisor of vocational education in relation to change as perceived by the supervisors and their reference groups.

Five hundred eighty-four teachers, administrators, and supervisors from Ohio were included in the study. The respondents were asked to rank 40 supervisory tasks, half of which illustrated change oriented supervisory behavior and the other half represented continuity behavior. The items also were representative of the following areas of supervision:

1. Administration
2. Improvement of Instruction
3. Evaluation
4. Public Relations

Most of the respondents indicated that they were visited by the supervisors more or less at regular intervals. However, twenty-four trade and industrial education teachers indicated that they had never seen their state field supervisor. The author attributed this to the fast growth of trade and industrial education during recent years.

There was no significant difference among the Ohio groups in the way they perceived the ideal supervisory role. In all cases the groups found the ideal role of the field supervisor to be more change oriented than the actual role.

Consistency in ranking five items that were replicated on the instrument was taken by the author to indicate a high degree of sensitivity to the four functions of supervision, administration, evaluation, human relations, and improvement of instruction. No significant difference was found in the mean ranking of tasks within each of the four functions.

Using the instrument developed by Rice (34), Magisos (26), 1973, conducted a study to determine the relationship between the perceptions of the role among state supervisors of vocational education and selected characteristics and attributes of the supervisor, the organization, and the supervisory setting. Independent variables included:

1. Personal background factors
2. Educational preparation factors
3. Occupational experience factors
4. Communication behavior factors
5. Organizational policy factors
6. Personal interaction factors
7. Organizational size and structure
8. Factors related to the state in which the supervisor works
9. Factors concerning the total educational program in a state
10. Factors concerning the vocational education program in a state

A total of sixty-two null hypotheses were tested. A sample of two hundred twenty-four state supervisors from eight states participated in the study. Only thirty-one states were included in the target population due to the refusal of some states to participate.

There was a significant difference in the perceptions of the role when tested against the independent variable formal education completed. Supervisors who were more dynamic tended to have completed more formal education. Although the more dynamic supervisors tended to have less tenture in the state department of education, the null hypothesis was not rejected because the test failed to be significant at the .05 level.

Heilman (19) asked respondents to record all tasks performed during a working day and to rank the tasks as to their importance on a 1 to 5 continuum. In addition, the respondents were asked to give the approximate time of day that each task was performed. The following major categories were established to which each of the reported tasks could be assigned:

1. Personnel development
2. Research
3. Planning
4. Supervising
5. General and routine activities
6. Reporting and evaluating
7. Staffing
8. Facilities and equipment
9. Promoting
10. Guidance and counseling

Sixty-four individuals who participated in two different federally supported workshops held at Oregon State University were selected to participate in the study. According to Heilman, "The two groups were considered to be a representative sample of generally accepted leadership positions in vocational education." Positions held by these groups included directors, supervisors, coordinators, consultants, teacher educators, and other administrative and instructional personnel. A total of 78.1 percent of the instruments were returned.

No data were reported in terms of the importance of tasks because of an inconsistency in response. The researcher reported a significant difference at the .05 level in the rank order correlation of tasks based upon the amount of time spent performing each task. It was also reported that state department of education personnel devote nearly one-half of their time to supervising, personnel development, and researching.

The purpose of Luther's (25) study was to evaluate the tasks, relationships, and activities of local supervisors that might aid local supervisors of business and office education in the performance of their roles. Tasks chosen for the evaluation procedure were to be judged according to their helpfulness in improving instruction.

An instrument including a Likert-type scale was administered to a stratified random sample of 265 supervisors, intensive office education teachers, and cooperative office education teachers. Questionnaires were returned from 74.3 percent of those sampled.

Comparing the groups by using descriptive techniques, Luther found that supervisors perceived a more frequent performance of tasks than did teachers. Supervisors also generally rated the 40 items as being higher in helpfulness in improving instruction than did teachers. The majority of tasks, however, were rated as being of great help in improving instruction by all groups.

Briggs (6) asked respondents to rate the importance of selected task areas in an effort to determine the competencies needed by an administrator of vocational and technical education.

The Briggs (6) study was nationwide in scope and included a target population of vocational-technical administrators and chief school officers from 156 metropolitan school systems with enrollment of 28,000 or more, 157 junior colleges with enrollment of 1,600 or more, and 240 area vocational schools which actually serve a multi-school district and which were, in fact, secondary schools. Above 60 percent response was received from all groups surveyed.

Working at the .05 level of significance, statistical analysis of the returned questionnaires indicated that there was agreement among the groups studied as to the relative importance of tasks. All of the 40 task areas listed were perceived to be of relative importance for the administration of vocational-technical education. The lowest ranked item, for example, had an index value of 3.20 on a 1 to 5 scale.

Briggs also found no significant relationship between years of experience as a vocational-technical administrator and the perceived importance of the tasks.

The purpose of the study by Holt (21) was to determine the actual and ideal roles of directors of vocational education at the public school district level in Tennessee. Also studied as part of the problem were: (a) desirable characteristics and/or qualifications of local directors in terms of education levels, (b) the need for specialized training programs and certifications, (c) overall role functions, (d) role functions by the categories of administration and supervision, and (e) a determination of the most important functions in the ideal role.

Tasks were divided into the following categories:

1. Administration and supervision
2. Curriculum and instruction
3. Community interaction
4. Research activities

The study included 264 individuals comprising reference groups of local directors, secondary school principals, vocational teachers and superintendents in school systems employing directors, state staff, and teacher educators in vocational education. Random samples were selected from the population of principals and teachers using a variable size statistical table. All superintendents, state staff and teacher educators in the target population were included in the sample. Participants were asked to rate the importance of tasks for the ideal and actual roles of the local director on a Likert-type instrument.

Significant differences were found between actual practice and ideal perceptions for all types of characteristics and/or qualifications except educational level where the groups agreed that the local director should hold a Master's degree. The group also indicated a desire for special certification and training programs for local directors.

There were a large number of significant differences between reference groups' perceptions of the actual role. However, the reference groups were more in agreement as to their perceptions of the ideal role. The groups were also in agreement in terms of the most important functions in the ideal role. Functions perceived as most important were administrative and supervisory in nature. No functions in the categories of community interaction and research were perceived as most important.

Williams (48) also found general agreement as to the perceived importance of professional tasks performed by local directors and supervisors of vocational education in Ohio. The purpose of this study was to analyze the roles of various local directors and supervisors in

Ohio in order to discover implications which can be used in the design of future pre-service and in-service vocational leadership development programs.

The population consisted of full-time local directors and supervisors in Ohio. Eighty-eight and four tenth percent of the 229 sample members responded to the Likert-type questionnaire. They were asked to rate the importance of tasks and the frequency with which the tasks were performed.

Tasks were placed into the following categories:

1. General administration
2. Curriculum and instruction
3. Personnel administration
4. School-community relations
5. Pupil personnel

Most tasks, common to all groups occurred in the areas of school-community relations, curriculum and instruction and general administration. A direct relationship was found between the importance of tasks and the frequency with which tasks were performed.

The review of related research and literature adds support to the thesis that role studies in vocational education are a valuable addition to our knowledge base. However, few studies were located concerning the roles of vocational education administrators and supervisors. Only two studies could be located which dealt with the role of the district supervisor and no studies could be found which examined the role of the district supervisor of trade and industrial education. The paucity of literature and research regarding the role of the district supervisor has led this researcher in seeking answers to the following questions:

> What is the role of the district supervisor of trade and industrial education in Alabama?
>
> What are the most important tasks performed by the district supervisor of trade and industrial education and the frequency with which tasks are performed?

III. PROCEDURES

Design

The descriptive survey method of research was utilized in this study. Data were collected to describe and define the role of the district supervisor of trade and industrial education as perceived by the district supervisor and his reference groups. The role was defined in terms of the perceived importance of 45 selected supervisory tasks and the perceived frequency with which the district supervisor performs the selected tasks.

Another purpose of the study was to identify the perceived most important tasks and the perceived most frequently performed tasks within four selected areas of supervision. The four selected areas were administration, curriculum and instruction, evaluation, and public relations.

The Population

The target population for the present study included: district supervisors of trade and industrial education; local vocational administrators; all-day trade instructors; and coordinators of trade and industrial education. To insure that respondents had had an opportunity to become familiar with the role of the district supervisor, only persons with at least one full year of experience in their present position were sampled. The sample consisted of all district supervisors, coordinators, and local vocational administrators and a 50 percent random sample of the eligible day trade instructors. Included were eight district supervisors, 65 local vocational administrators, 107 coordinators, and 215 day trade instructors. The total number of persons included in the target population and sample is presented in Table 1.

TABLE 1

POPULATION AND SAMPLE

	TARGET POPULATION	SAMPLE
District Supervisors	8	8
Local Vocational Administrators	65	65
Day Trade Instructors	430	215
Coordinators	107	107
TOTAL SAMPLE	610	395

Development of the Questionnaire

Two hundred forty-two potential items to include in the questionnaire were generated from a review of the literature and from suggestions made by selected vocational educators. The two hundred forty-two items were reviewed by the writer and two other graduate students so as to eliminate duplications and non-relevant items. The result was a list of one hundred six items which were presented to the first jury of experts for further revision and refinement.

Selection of the first jury of experts was based upon (1) accessibility of the jury members and (2) experience in the field of vocational education (see Appendix A). The jury members were asked to review the one hundred six tasks and make suggestions based upon the following questions:

1. Is the item clearly stated?
2. Should anything be added to the item?
3. Can the item be combined with one or more of the other items?
4. Should the item be excluded from the list?

Based upon the information supplied by the first jury of experts, the number of tasks was reduced to fifty-nine. The fifty-nine remaining tasks were presented to a second jury of experts for further validation and classification into one of four areas of supervision.

The second jury of experts was selected on the basis of their expertise and experience in the area of trade and industrial education. Composition of the second jury of experts is presented in Table 2.

TABLE 2

SECOND JURY OF EXPERTS[a]

Number	Position
3	University Instructors of Vocational-Technical Education
2	State Supervisors of Trade and Industrial Education
5	District Supervisors of Trade and Industrial Education
10	

[a] Appendix A contains names and location of jury members.

Each member of the panel was presented with a list of fifty-nine tasks. To insure independence of observation and to facilitate handling, each task was presented on a separate 3 x 5 card. The panel members were asked to read and evaluate each task based upon the following questions:

1. Is this a task that is performed by a district supervisor of trade and industrial education?
2. Is the task clearly stated?
3. Should anything be added to the item?
4. Can the item be combined with one or more of the other items without losing its effect?

In addition, the jury members were asked to place the task into one of the following categories:

1. Administration
2. Improvement of Instruction
3. Public Relations
4. Evaluation

If two or more of the jury members indicated that a task was not the responsibility of the district supervisor, that task was eliminated. Only those tasks that were agreed upon by seven of the ten jury members as fitting into the same category (area of supervision) were selected for inclusion. All tasks were reviewed and, when necessary, revised in accordance with the recommendations made by the panel of experts. One major change that resulted from the suggestions made by the jury of experts was changing the "Improvement of Instruction" category to "Curriculum and Instruction." The forty-five tasks that were selected for inclusion were randomly placed on the final instrument (see Instrument-Appendix D).

After reviewing several possible formats for the questionnaire it was decided that a Likert-type instrument used by Holt (21) required only minor modifications in order to adapt for use in this study.

The final instrument contained three parts. In Part I of the instrument, each participant was asked to check how frequently the district supervisor performs the tasks. The following rating scale was applied:

Scale Value	Descriptor
3	Often
2	Sometimes
1	Never
0	Don't Know

On Part II, each person was asked to rate each task as to its importance by placing a check mark in the appropriate column. The following rating scale was used.

Scale Value	Descriptor
3	Essential
2	Important
1	Somewhat Important
0	Not Important

The purpose of Part III was to obtain background information regarding:

1. The respondent's position.
2. The length of time that the respondent had been employed in his present position.

3. The number of visits the respondent had from a district supervisor during the past year.

The instrument was field tested for clarity and ease of use by administering it to trade and industrial education supervisors and instructors in Ohio. Only minor revisions were required.

All groups responded to the same questionnaire with only slight variation in the instructions to the instrument presented to the district supervisor. Data regarding the number of contacts with a district supervisor were not solicited from the district supervisors (see Appendix D).

Administration of the Instrument

The instrument was administered in October of 1975. The questionnaire, a cover letter and a stamped self-addressed envelope were mailed to the three hundred ninty-five participants at the same time. These included eight district supervisors, sixty-five local vocational administrators, two hundred fifteen day-trade instructors and one hundred seven coordinators.

In an attempt to reduce non-response as a threat to the study, the following steps were taken:

1. Instruments were coded so that non-respondents could be identified.
2. Included in the first mailing of the questionnaire was an introductory letter from the director of the Alabama Research Coordinating Unit and a stamped self-addressed envelope.

3. Three weeks following the first mailing, a reminder and a second copy of the questionnaire was sent to individuals that had failed to respond.
4. Final efforts to obtain responses were made by telephone.

Table 3 depicts the number and percent of response received from each group and the intervals at which the responses were received.

TABLE 3

INTERVAL RESPONSE BY GROUP MEMBERS

RESPONSE GROUP	NO. MAILED	NUMBER RECEIVED				
		First Mailing	First Follow-Up	Second Follow-Up	Total Response No.	Total Response %
District Supervisors	8	8	-	-	8	100.0
Coordinators	107	74	22	2	98	91.6
Day Trade Instructors	215	113	59	6	178	82.8
Local Administrators	65	52	12	1	65	100.0
TOTAL	395	247	93	9	349	88.4

Returns were received from 100 percent of the supervisors and local administrators who were mailed questionnaires. Questionnaires were also returned by 91.6 percent of the coordinators and 82.8 percent of the day trade instructors. Total response was 88.4 percent. Several questionnaires were returned without response and were counted as non-response. Five were returned from persons who did not feel qualified to respond. Three persons who responded to the first follow-up indicated that they did not receive the first questionnaire mailed.

Treatment of the Data

Respondents were asked to rate the importance of 45 selected supervisory tasks and the frequency with which their district supervisor performed the tasks. Data from each respondent were coded and punched on data cards. The statistical computations were then made on the Auburn University IBM 370 model 155 computer.

In Part I of the instrument respondents used the following scale to rate the frequency with which the district supervisor performs each of the 45 tasks: (3) Often, (2) Sometimes, (1) Never, and (0) Don't Know.

Data concerning the frequency with which the tasks were performed were analyzed as follows:

1. An arithmetic mean was computed on each item for each of the respondent groups. Respondents who marked don't know were treated as non-response when computing the mean scores.
2. The percent of respondents in each group who marked don't know was considered an indication of the extent to which a group was familiar with the district supervisor's actual role. Those tasks on which 25 percent or more of each group marked don't know are presented in Table 4.
3. The mean scores were used to determine which tasks were perceived by the selected groups to be performed most frequently by the district supervisor. The mean scores were arranged in descending order from 1, the task having the highest mean, to 45, the task

having the lowest mean. Those tasks which were ranked from 1 to 10 by each of the respondent groups are presented in Tables Five through Nine.

4. In order to determine the extent to which the four groups agreed in their rankings of the 45 tasks, the test for Kendall's Coefficient of Concordance: W was applied to the data (13).

$$W = \frac{\sum {d_r}^2}{\sum {x_t}^2} \quad \text{(Coefficient of Concordance)}$$

This particular technique was selected because the ordinal nature of the data required that a non-parametric statistic be used. The Kendall Coefficient is appropriate when a relation among several rankings of N objects or individuals is concerned (13).

5. The chi-square test of homogeneity was computed on each item in the frequency column to determine if significant differences existed between the three reference groups with regard to their ratings of frequency of performance. This particular chi-square test is appropriate when the persons in the different rows (or columns) of the contingency table can be regarded as sampled from separate and distinct populations (14).

$$x^2 = \sum_{i=1}^{r} \sum_{j=1}^{k} \frac{(0_{ij} - E_{ij})^2}{E_{ij}} \quad (x^2 \text{ test for k independent samples})$$

In order to determine which subset of cells in a contingency table contributed to a significant chi-square value, sets of confidence intervals were established for differences in population proportions for each category of the dependent variable (27). The overall probability of a Type I error was fixed at an alpha level of .05. The small number of respondents in the supervisors group precluded comparing that group with the others. Responses of the day trade instructors, coordinators, and local vocational administrators were compared on each of the 45 items.

6. A ranking of mean scores was again used in an attempt to identify the tasks perceived as being performed most frequently within the selected areas of supervision. The tasks were ranked according to mean scores within the following areas of supervision: a) evaluation; b) curriculum and instruction; c) administration; and d) public relations.

Data concerning the frequency of task performance and data concerning the importance of tasks were presented separately. In Part II of the instrument, respondents rated the 45 tasks as to their importance. Data concerning the perceived importance of the 45 tasks were analyzed as follows:

1. An arithmetic mean was computed on each item for each of the respondent groups. The tasks were then

arranged in descending order and assigned ranks of from 1, the task having the largest mean to 45, the task having the lowest mean.

2. Kendall's Coefficient of Concordance (13) was used to determine the amount of agreement between the groups as to the order in which they ranked the tasks in importance.
3. The chi-square test of homogeneity was computed on each item in the importance column to determine if significant differences existed between the three reference groups with regard to their importance ratings. A post hoc analysis identical to that used for the frequency ratings was then used to identify which cells in a contingency table contributed to a significant chi-square value.
4. In order to identify the perceived most important tasks within each area of supervision, the tasks were ranked according to mean scores within the four supervisory areas.
5. To determine whether or not a relationship existed between the length of time that a person had served in his present position and his perception regarding the importance of tasks performed by the district supervisor, responses were tabulated for respondents with: 1 to 2 years experience; 3 to 5 years experience; 6 to 10 years experience; and more than

10 years experience. A mean importance score was then computed for each of the four groups. These means were then ranked and the test for Kendall's Coefficient applied.

Summary

The descriptive survey method of research was used in this study. The overall purpose of the study was to describe and define the role of the district supervisor of trade and industrial education as perceived by the district supervisor and his reference groups.

Forty-five supervisory tasks were selected by two juries of experts for inclusion on the instrument. Each of the tasks were assigned to one of four areas of supervision by the second jury of experts. Respondents were asked to rate the importance of each of the 45 tasks and the frequency with which the tasks were performed.

The population consisted of district supervisors of trade and industrial education, coordinators of trade and industrial education, day trade instructors, and local vocational administrators. Only persons with at least one full year of experience in their present position were sampled.

An analysis of the data included the following techniques: mean ranks, chi-square test of homogeneity, and Kendall's Coefficient of Concordance.

IV. ANALYSIS AND INTERPRETATION OF DATA

The instrument contained 45 tasks that could be performed by a district supervisor of trade and industrial education. The tasks were selected for inclusion by two separate juries of experts. Each task was assigned to one of four areas of supervision by the second jury of experts.

The instrument was constructed in three parts. Part I related to the frequency of task performance, Part II related to the importance of tasks, and Part III concerned background information about the respondents. Supervisors were asked to respond to Parts I and II as the items related to their own performance; day trade instructors, coordinators, and local vocational administrators as the items related to the performance of their district supervisor.

Since the primary emphasis of this study was concerned with the perceived importance of tasks, data from Part II of the instrument are presented first.

Presentation of Importance Data

Responses of district supervisors, administrators, coordinators and day trade instructors were tabulated for each of the 45 items. The arithmetic mean was then computed on each item for each of the respondent groups. Non-respondents to a specific item were not included when calculating the mean for that item. Tables 16, 17, 18, and 19 which are in Appendix E, give a breakout of these data. Data for combined groups are presented in Table 20, also in Appendix E.

Of the 45 items included on the questionnaire, 43 were rated as either important or essential by all respondent groups. The lowest mean rating given to any of the 45 tasks by any respondent group was to item 6, "Assists instructors, coordinators, and administrators in budget planning." Administrators ranked item 6 as the least important of the 45 tasks with a mean rating of 1.190. Instructors and coordinators also rated item 6 as last in importance of the 45 tasks while district supervisors ranked it 44th in importance.

The only other task with a mean rating of less than 1.5 was item 7, "Assists in resolving conflict between teachers and administrators." District supervisors ranked item 7 as last in importance with a mean rating of 1.375. Instructors, with a mean of 1.625, also ranked item 7 as 45th in importance while administrators and coordinators ranked it 44th and 42nd, respectively.

District supervisors generally rated the supervisory tasks higher in importance than any other respondent group. For 32 of the 45 tasks, the mean rating given by district supervisors was highest of the four groups surveyed. Coordinators rated eleven tasks higher than did the other groups, and administrators and day trade instructors each gave the highest mean rating to only one of the 45 tasks.

Two items inadvertently appeared on the instrument in almost identical form and were not detected by persons participating in the field test nor the researcher. Item 24, "Keeps the instructor well informed concerning the quality of his instruction," and item 36, "Keeps the instructor informed concerning the quality of his instruction," had identical mean importance ratings of 2.196 when the 349 responses were combined. However, the mean ratings for the two items were slightly different within the four groups.

Most Important Tasks of the District Supervisor

In order to determine the supervisory tasks perceived as being most important by the respondent groups, the mean scores for each respondent group were arranged in descending order and ranked from 1, the task having the highest mean rating, to 45, the task having the lowest mean rating. In deciding which of the 45 tasks would be reported as the most important, the researcher examined the mean scores for each respondent group in an effort to find a definite separation point between high and low mean scores. Since all mean scores were clustered at the high end of the scale, no logical breaking point could be found. It was therefore decided that the tasks with the ten highest mean scores would be reported for each group as the "most important" tasks of the district supervisor. These tasks are presented for each respondent group in tables 4 through 7.

All four respondent groups agreed on five tasks as being among the ten most important tasks performed by the district supervisors of trade and industrial education. These were:

12. Communicates state level policy to local teachers and administrators.
44. Participates in supervisory conferences, committee meetings, and state level staff meetings.

TABLE 4

MOST IMPORTANT TASKS OF THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE DAY TRADE INSTRUCTOR

ITEM	TASK	MEAN[a]
12	Communicates state level policy to local teachers and administrators.	2.477
45	Provides leadership and assistance in the improvement of teaching techniques.	2.390
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.377
44	Participates in supervisory conferences, committee meetings, and state level staff meetings.	2.369
2	Informs teachers of new developments in equipment and resources for instruction.	2.363
1	Assists local school administrators in maintaining minimum state standards.	2.349
38	Communicates curricula needs of local schools to the state supervisor.	2.321
21	Advises local administrators about policies and procedures for approving new programs of trade and industrial education.	2.307
32	Checks all aspects of local program activity to insure that minimum state standards are being met.	2.304
4	Discusses program difficiencies with local school officials.	2.293

[a] Table 16, Appendix E presents the mean importance scores for each of the 45 tasks for the day trade instructor group.

TABLE 5

MOST IMPORTANT TASKS OF THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE COORDINATOR OF TRADE AND INDUSTRIAL EDUCATION

ITEM	TASK	MEAN[a]
12	Communicates state level policy to local teachers and administrators.	2.673
17	Plans, organizes, and conducts district meetings for discussing topics of common concern.	2.653
44	Participates in supervisory conferences, committee meetings, and state level staff meetings.	2.588
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.583
2	Informs teachers of new developments in equipment and resources for instructors.	2.546
32	Checks all aspects of local program activity to insure that minimum state standards are being met.	2.541
45	Provides leadership and assistance in the improvement of teaching techniques.	2.515
37	Represents trade and industrial education as a liaison agent with school administrators.	2.495
28	Assists in the planning and coordination of district wide youth activities.	2.449
21	Advises local administrators about policies and procedures for approving new programs of trade and industrial education.	2.426

[a] Table 17, Appendix E presents the mean importance scores for each of the 45 tasks for the coordinator group.

TABLE 6

MOST IMPORTANT TASKS OF THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE LOCAL VOCATIONAL ADMINISTRATOR

ITEM	TASK	MEAN[a]
12	Communicates state level policy to local teachers and administrators.	2.609
21	Advises local administrators about policies and procedures for approving new programs of trade and industrial education.	2.484
32	Checks all aspects of local program activity to insure that minimum state standards are being met.	2.477
4	Discusses program difficiencies with local school officials.	2.460
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.452
45	Provides leadership and assistance in the improvement of teaching techniques.	2.444
44	Participates in supervisory conferences, committee meetings, and state level staff meetings.	2.419
2	Informs teachers of new developments in equipment and resources for instruction.	2.413
42	Gives credit and praise to persons responsible for high quality trade and industrial education programs.	2.400
28	Assists in the planning and coordination of district wide youth activities.	2.391

[a] Table 18, Appendix E presents the mean importance scores for each of the 45 tasks for the local administrator group.

TABLE 7

MOST IMPORTANT TASKS OF THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE DISTRICT SUPERVISOR

ITEM	TASK	MEAN[a]
17	Plans, organizes, and conducts district meetings for discussing topics of common concern.	3.000
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.875
15	Visits classrooms to observe and evaluate teachers and programs.	2.875
33	Assists with the orientation of instructional staff personnel in the development of appropriate in-service training activities.	2.750
32	Checks all aspects of local program activity to insure that minimum state standards are being met.	2.750
13	Encourages the use of community resources in the individual program.	2.750
12	Communicates state level policy to local teachers and administrators.	2.750
8	Makes recommendations concerning the most efficient use of facilities and equipment.	2.750
44	Participates in supervisory conferences, committee meetings, and state level staff meetings.	2.625
45	Provides leadership and assistance in the improvement of teaching techniques.	2.625

[a] Table 19, Appendix E presents the mean importance scores for each of the 45 tasks for the district supervisor group.

32. Checks all aspects of local program activity to insure that minimum state standards are being met.
20. Keeps the state supervisor informed concerning vocational education activities in his district.
45. Provides leadership and assistance in the improvement of teaching techniques.

The three reference groups: day trade instructors, coordinators, and local vocational administrators agreed on two additional tasks which were not included among the ten most important tasks as perceived by district supervisors. These were:

21. Advises local administrators about policies and procedures for approving new programs of trade and industrial education.
2. Informs teachers of new developments in equipment and resources for instruction.

Two tasks which were perceived by district supervisors as among their most important were ranked comparatively low by the three reference groups. Item 8, "Makes recommendations concerning the most efficient use of facilities and equipment," was seen by district supervisors as their 6th most important task. Day trade instructors ranked the same task 39th, coordinators 27th, and local administrators 31st. Item 15, "Visits classrooms to observe and evaluate teachers and programs," was also considered by district supervisors as among the most important of the supervisory functions. Day trade instructors, on the other hand, ranked the task 32nd of the 45.

To determine the extent to which the four respondent groups agreed as to the way they ranked the 45 tasks, the test for Kendall's Coefficient, W was applied. A coefficient of .687 was found to be significant at the .01 level, indicating consistency among the groups with regard to the order in which the tasks were ranked. When the district supervisors group was eliminated and the test for W applied to the rankings of day trade instructors, coordinators, and local administrators, a W of .85, also significant at less than the .01 level, was found.

Although the coefficient of concordance of .687 indicated that general agreement existed among the groups in the way they ranked the items, a review of Table 26, which is in Appendix E, reveals that differences did exist between groups with regard to the ranking of several tasks. The greatest differences seemed to occur between district supervisors and day trade instructors. However, because of the large number of tied ranks for the district supervisors group, the following discussion will be concentrated on differences which appeared in the perceptions of day trade instructors, coordinators, and administrators.

Both supervisory tasks dealing with VICA, the vocational youth organization associated with trade and industrial education, were ranked higher in importance by administrators and coordinators than by instructors. Item 3, "Encourages and assists in the use of VICA as an instructional tool," was ranked 43rd in importance by day trade instructors while administrators ranked the same task as 28.5 and coordinators 31. Item 28, "Assists in the planning and coordination of district-wide youth activities," was ranked 28th in importance by day trade instructors. The same task was ranked 9th by coordinators and 10th by local vocational administrators.

Coordinators, whose programs depend upon the use of community resources, ranked task 12, "Encourages the use of community resources in the instructional program," as more important than did either day trade instructors or local vocational administrators. Coordinators ranked task 17, "Plans, organizes, and conducts district meetings for discussing topics of common concern," as the second most important function that the district supervisor can perform. Whereas, day trade instructors considered the same task as 27th and administrators 17th in importance.

Another notable difference occurred in the rankings of task 35, "Interprets requirements and standards for first-aid and safety equipment in schools." Coordinators, whose facilities do not usually include working machinery and equipment, rated task 35 as 44th in importance out of the 45 tasks. Day trade instructors and administrators on the other hand, rated the same task as 12th and 23rd, respectively, in importance.

All of the 45 tasks were considered at least somewhat important by all groups surveyed. The lowest mean rating given to any of the tasks by any group was 1.190 which was given to task number 6 by administrators. When the mean scores for all groups were combined, all of the tasks had a mean rating of 1.556 or higher. Even though mean scores for all 45 tasks were clustered on the high end of the scale, a W of .687 indicated that considerable consistency existed between groups as to the way they ranked the tasks. The large number of tied ranks that occurred within the supervisors group prohibited an in-depth comparison of supervisors' rankings with the rankings of the other three groups.

Importance of Tasks Within Areas of Supervision

Each of the 45 supervisory tasks were assigned to one of four areas of supervision by a jury of 10 experts in the field of trade and industrial education. These four areas were: administration, curriculum and instruction, evaluation, and public relations. Only those tasks that were agreed upon by seven of ten jury members as fitting into the same area of supervision were included on the instrument. Of the 45 tasks, 12 were assigned to administration, 17 to curriculum and instruction, 9 to evaluation, and 7 to public relations. A listing of these tasks by area of supervision is included in Appendix C.

All 349 responses were combined and a mean score computed for each of the 45 items. The means were then arranged in descending order and assigned ranks of from 1, the task having the highest mean, to 45, the task having the lowest mean. Of the ten highest ranking tasks, six were in the administration category, two in evaluation, and two in curriculum and instruction. None of the ten perceived most important tasks were in the area of public relations. A listing of tasks by area of supervision and overall rank is in Table 26, Appendix E.

The three tasks which were perceived by the respondents as being most important within the four areas of supervision are listed below by area of supervision.

Administration

12. Communicates State level policy to local teachers and administrators.
20. Keeps the state supervisor informed concerning vocational education activities in his district.

44. Participates in supervisory conferences, committee meetings, and state level staff meetings.

Curriculum and Instruction

45. Provides leadership and assistance in the improvement of teaching techniques.
2. Informs teachers of new developments in equipment and resources for instruction.
23. Aids in the selection, organization, and preparation of books, study guides, and other teaching materials to be provided by a local program of trade and industrial education.

Evaluation

32. Checks all areas of local program activity to insure that minimum state standards are being met.
4. Discussed program difficiencies with local school officials.
41. Identifies problems or obstacles which hinder the achievement of trade and industrial education goals.

Public Relations

42. Gives credit and praise to persons responsible for high quality trade and industrial education programs.
37. Represents the trade and industrial education program as a liaison agent with school administrators.
5. Assists teachers in developing good working relationships with other teachers, counselors, and administrators.

Importance of Tasks Perceived by Respondents Grouped by Years of Experience

Respondents were grouped by years of service in order to determine whether or not there was a statistically significant relationship between the length of time that respondents had served in their present positions and their perceptions regarding the most important tasks that the district supervisor performs. The test for the Kendall's Coefficient, W, was again applied to the data. Table 8 presents the mean rating and the mean rank for each of the 45 tasks as perceived by respondents with 1 to 2 years of experience, 3 to 5 years of experience, 6 to 10 years of experience and more than 10 years of experience. A W of .97, significant at less than the .01 level, indicated that very little difference existed between the groups with regard to the way that they ranked the 45 tasks in importance.

A W of .97, which was obtained when the respondents were grouped by years of experience, was considerably higher than the W of .68 which was obtained when the respondents were grouped by position. One possible explanation for the difference may be that when respondents were grouped by position, the supervisors group, with an N of only 8, seemed to rank the tasks higher in importance than did the other three groups. Also, the large numbers of ties in the supervisors' rankings probably had a slightly depressing effect on the value of W (13). When the respondents were grouped by years of experience, the effects of the large number of ties and the differences in the supervisors rankings may have been reduced or eliminated.

TABLE 8

MEAN RATING AND RANK OF MEAN SCORES OF THE SUPERVISORY TASKS AS PERCEIVED BY RESPONDENTS GROUPED BY YEARS OF EXPERIENCE

YEARS OF SERVICE

TASK	1 to 2 Years		3 to 5 Years		6 to 10 Years		More than 10 Years	
	(RATING)	RANK	(RATING)	RANK	(RATING)	RANK	(RATING)	RANK
1	(2.346)	10	(2.275)	11.5	(2.393)	6	(2.345)	13
2	(2.571)	2	(2.411)	4	(2.356)	8	(2.424)	7
3	(1.875)	43	(1.985)	33	(1.978)	36	(1.983)	39
4	(2.400)	9	(2.395)	5	(2.202)	22.5	(2.357)	12
5	(2.214)	25.5	(2.069)	29	(2.169)	25.5	(2.186)	30
6	(1.759)	45	(1.431)	45	(1.621)	45	(1.537)	45
7	(1.855)	44	(1.504)	44	(1.682)	44	(1.696)	44
8	(2.175)	29.5	(1.931)	38	(2.000)	34.5	(2.123)	34
9	(2.333)	12	(2.114)	25	(2.209)	21	(2.293)	19.5
10	(1.947)	39	(1.955)	37	(1.878)	38	(1.847)	43
11	(2.175)	29.5	(2.146)	20	(2.144)	28	(2.293)	19.5
12	(2.643)	1	(2.485)	1	(2.571)	1	(2.644)	1
13	(2.228)	24	(1.985)	33	(2.099)	30	(2.298)	18
14	(2.054)	35	(1.961)	35.5	(2.080)	32	(2.179)	31
15	(2.196)	27	(2.137)	15	(2.242)	18	(2.220)	25
16	(1.946)	40	(1.841)	43	(1.867)	39	(2.103)	35
17	(2.250)	22	(2.191)	17	(2.420)	3	(2.475)	6
18	(2.214)	25.5	(2.122)	23.5	(2.202)	22.5	(2.190)	29
19	(2.175)	29.5	(2.008)	32	(2.187)	24	(2.207)	26
20	(2.436)	8	(2.486)	2	(2.409)	5	(2.586)	3

TABLE 8 Continued

TASK	1 to 2 Years		3 to 5 Years		6 to 10 Years		More than 10 Years	
	(RATING)	RANK	(RATING)	RANK	(RATING)	RANK	(RATING)	RANK
21	(2.482)	6	(2.344)	7	(2.386)	7	(2.300)	17
22	(2.019)	37	(1.884)	41	(1.856)	41	(2.052)	37
23	(2.321)	13	(2.252)	13	(2.275)	15	(2.417)	8
24	(2.263)	20	(2.107)	26	(2.247)	16	(2.271)	21
25	(2.071)	34	(1.961)	35.5	(1.923)	37	(2.074)	36
26	(2.000)	38	(2.040)	31	(1.862)	40	(2.036)	38
27	(2.255)	21	(2.215)	14	(2.169)	25.5	(2.193)	28
28	(2.263)	19.5	(2.275)	11.5	(2.295)	12	(2.203)	27
29	(2.175)	29.5	(2.077)	28	(2.154)	27	(2.300)	17
30	(1.893)	42	(1.895)	40	(1.789)	42	(1.862)	42
31	(2.036)	36	(1.905)	39	(2.058)	33	(1.964)	40.5
32	(2.526)	4	(2.378)	8	(2.341)	10	(2.500)	5
33	(2.357)	11	(2.150)	33	(2.231)	19	(2.390)	10
34	(2.302)	16	(2.138)	21	(2.322)	11	(2.259)	22
35	(2.123)	32	(2.053)	30	(2.089)	31	(2.158)	33
36	(2.268)	18	(2.122)	23.5	(2.246)	17	(2.224)	24
37	(2.309)	14	(2.208)	15	(2.352)	9	(2.368)	11
38	(2.509)	5	(2.326)	9	(2.281)	14	(2.333)	15
39	(2.075)	39	(1.858)	42	(1.787)	43	(1.964)	40.5
40	(1.929)	41	(1.976)	34	(2.000)	34.5	(2.161)	32
41	(2.304)	15	(2.192)	16	(2.222)	20	(2.241)	23
42	(2.286)	17	(2.286)	10	(2.286)	13	(2.397)	9
43	(2.236)	23	(2.079)	27	(2.133)	29	(2.321)	16

TABLE 9 Continued

TASK	1 to 2 Years		3 to 5 Years		6 to 10 Years		More than 10 years	
	(RATING)	RANK	(RATING)	RANK	(RATING)	RANK	(RATING)	RANK
44	(2.444)	7	(2.409)	4	(2.414)	4	(2.589)	2
45	(2.545)	3	(2.382)	6	(2.429)	2	(2.509)	4

Kendall's Coefficient = .97; $p < .01$

As indicated by the W of .97, no significant difference was found to exist between respondents' rankings of tasks when they were grouped by years of experience as to their perceptions of the importance of the 45 tasks. The largest range between rankings occurred with items 4 and 17. Persons with fewer years of experience seemed to place less value on district meetings than persons with more experience in their present position. Item 17, "Plans, organizes, and conducts district meetings for discussing topics of common concern," was ranked 3rd in importance by persons with 6 to 10 years of experience and 6th in importance by persons with more than 10 years of experience. The same task was ranked 25.5 and 23.5 by persons with 1 to 2 years and 3 to 5 years of experience, respectively. Item 4, "Discussed program difficiencies with local school officials," was considered the 5th most important task by persons with 3 to 5 years of experience, 9th by persons with 1 to 2 years and 12th by persons with more than 10 years of experience. Persons with 6 to 10 years of experience ranked item 4 as 22.5 in importance.

Differences between Respondent Groups with Regard to the Importance of Tasks

Thus far the discussion has centered on the perceived importance of tasks as indicated by a ranking of mean scores. This process gives an indication of the perceived importance of each task in relation to the other 44. In order to determine whether or not significant differences existed between groups with regard to each task, the chi-square test of homogeneity was applied. The small number of respondents in the district supervisor group precluded comparison of that group with the others.

Responses of instructors, coordinators, and local vocational administrators were compared on each of the 45 tasks. A chi-square was considered significant at the .05 level.

The ratings of task importance by the three reference groups were found to differ significantly on just 11 of the 45 tasks. These included items 3, 6, 10, 16, 17, 20, 28, 32, 35, 37, and 39. In order to identify what differences between the reference group ratings contributed to a significant chi-square, confidence intervals were established for differences in population proportions for each category of the dependent variable. For example, confidence intervals were established for the following contrasts for the "not important" category of the dependent variable:

a. Proportion of instructors that marked "not important" contrasted with the proportion of coordinators that marked "not important."

b. Proportion of instructors that marked "not important" with the proportion of administrators that marked "not important."

c. Proportion of coordinators that marked "not important" with the proportion of administrators that marked "not important."

Similar contrasts were made for the "somewhat important," "important," and "essential" categories of the dependent variable. The probability of a Type I error was fixed at an alpha level of .05. Table 9 presents the results of the chi-square and post hoc analysis.

TABLE 9

A COMPARISON OF REFERENCE GROUP RATINGS OF TASK IMPORTANCE ON TASKS SHOWING SIGNIFICANT DIFFERENCE AMONG GROUPS[a]

Item	Chi-square p< .05	Importance choice category	Position[b]		
			Instructor (n=178)	Coordinator (n=98)	Administrator (n=65)
				(percent)[c]	
3	16.406 df=6	Not Important	9.4^{x}	3.1	6.3^{x}
		Somewhat Important	21.2^{x}	8.2^{x}	12.5
		Important	48.8	58.8	46.9
		Essential	20.6	29.9	34.4
6	22.765 df=6	Not Important	13.3	6.3^{x}	25.4^{x}
		Somewhat Important	24.8^{x}	41.1^{x}	39.7^{x}
		Important	43.0^{x}	38.9^{y}	25.4^{xy}
		Essential	18.8	13.7	9.5
10	13.50 df=6	Not Important	8.0^{y}	0.0^{xy}	9.4^{y}
		Somewhat Important	22.4	17.3	26.6
		Important	44.3	54.1	46.9
		Essential	25.3	28.6	17.2
16	17.196 df=6	Not Important	2.9	0.0	6.3
		Somewhat Important	26.7^{x}	12.2^{x}	25.0
		Important	50.6	65.3	57.8
		Essential	19.8	22.4	10.9
17	36.63 df=6	Not Important	1.8	0.0	1.6
		Somewhat Important	20.6^{x}	4.1^{x}	12.5
		Important	43.5^{x}	26.5^{xy}	45.3^{y}
		Essential	34.1^{x}	69.4^{xy}	40.6^{y}

TABLE 9 (Continued)

Item	Chi-square $p < .05$	Importance choice category	Position		
			Instructor (n=178)	Coordinator (n=98)	Administrator (n=65)
20	16.419 df=6	Not Important	0.0	1.0	3.2
		Somewhat Important	7.8	3.1	1.6
		Important	46.7	32.3	41.9
		Essential	45.5^{x}	63.5^{x}	53.2
28	18.434 df=6	Not Important	3.5^{x}	0.0^{x}	1.6
		Somewhat Important	14.0	8.2	9.4
		Important	51.5	38.8	37.5
		Essential	31.0^{xy}	53.1^{x}	51.6^{y}
32	13.145 df=4	Not Important	0.0	0.0	0.0
		Somewhat Important	8.8	3.1	9.2
		Important	52.0^{x}	39.8	33.8^{x}
		Essential	39.2^{xy}	57.1^{x}	56.9^{y}
35	27.89 df=6	Not Important	2.3^{x}	12.5^{x}	3.1
		Somewhat Important	8.7^{x}	22.9^{x}	18.5
		Important	50.3	41.7	43.1
		Essential	38.7^{x}	22.9^{x}	35.4
37	18.162 df=6	Not Important	3.6^{x}	0.0^{x}	3.1
		Somewhat Important	12.7^{x}	1.0^{xy}	12.3^{y}
		Important	47.6	48.5	36.9
		Essential	36.1	50.5	47.7

TABLE 9 (Continued)

Item	Chi-square $p < .05$	Importance choice category	Position		
			Instructor (n=178)	Coordinator (n=98)	Administrator (n=65)
		Not Important	3.8	3.2	6.2
39	13.83 df=6	Somewhat Important	28.1	15.8	24.6
		Important	48.8	51.6	60.0
		Essential	19.4^{x}	29.5^{xy}	9.2^{y}

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[a] Chi-square test for homogeneity used to determine tasks on which groups differed significantly.

[b] Number in each group responding to each task reported in Tables 16 through 18, Appendix E.

[c] Percentages connected by common post-script differ significantly at an alpha level of .05.

Coordinators' and instructors' ratings differed significantly on ten tasks. These included items 10, 37, 28, 3, 16, 17, 20, 32, and 39 which were rated as being more important by coordinators than by instructors and item 35 which was rated higher by the instructors. Coordinators also appeared to rate the tasks as being more important than did the local vocational administrators. Significant differences between the ratings of coordinators and administrators contributed to a significant chi-square on five tasks including items 6, 10, 37, 17, and 39, all of which were rated higher in importance by coordinators than by administrators. The ratings of instructors and administrators differed significantly on just three of the 45 tasks including items 3 and 32, which were considered more important by the administrators and item 6 which was rated higher in importance by instructors than by administrators.

Summary of Importance Data

Part II of the instrument was concerned with the importance of tasks performed by the district supervisor of trade and industrial education. Respondents were asked to rate the importance of 45 supervisory tasks on a scale of from 3, essential, to 0, not important.

Of the 45 tasks included on the questionnaire, 43 were considered either important or essential by all groups surveyed. Supervisors tended to rate the tasks highest in importance followed by coordinators. All four groups agreed that the following tasks were among the ten most important:

12. Communicates state level policy to local teachers and administrators.
44. Participates in supervisory conferences, committee meetings, and state level staff meetings.

32. Checks all aspects of local program activity to insure that minimum state standards are being met.

20. Keeps the state supervisor informed concerning vocational education activities in his district.

45. Provides leadership and assistance in the improvement of teaching techniques.

The tasks were ranked according to the mean score for each respondent group. A Kendall's Coefficient of Concordance of .687, significant at the .05 level, indicated considerable agreement among the groups as to the way that they ranked the 45 tasks.

When the respondents were combined by years of experience rather than position, a W of .97, significant at the .01 level, was observed. Thus, persons who had served in their position for several years ranked the task as to importance in essentially the same manner that relatively new employees did.

Respondents did not perceive the responsibilities of the district supervisor to be confined to any one of the selected areas of supervision. The most important tasks of the district supervisor were within the areas of administration, curriculum and instruction and evaluation. Of the tasks that the groups agreed upon as being among the most important, none were in the area of public relations. The most important task within each of the four areas of supervision are listed below.

Administration	Communicates state level policy to local teachers and administrators.
Curriculum and Instruction	Provides leadership and assistance in the improvement of teaching techniques.
Evaluation	Checks all areas of local program activity to insure that minimum state standards are being met.

Public Relations	Give credit and praise to persons responsible for high quality trade and industrial education programs.

The ratings of the three groups were compared on each task using the chi-square test of homogeneity. Differences, significant at the .05 level, were found to exist between the three reference groups on 11 of the 45 tasks. Coordinators' and instructors' ratings differed significantly in 10 tasks, nine of which were rated higher in importance by coordinators than by instructors. The ratings of coordinators and adminstrators differed significantly on five tasks, all of which were considered more important by the coordinators. Differences between the ratings of instructors and administrators contributed to a significant chi-square on just three of the 45 tasks.

Presentation of Frequency Data

In Part I of the instrument, day trade instructors, coordinators, and local vocational administrators were asked to rate the frequency with which district supervisors performed the supervisory tasks. District supervisors were asked to respond to Part I as the task related to their own performance. The following rating scale was used:

Scale Value	Descriptors
3	Often
2	Sometimes
1	Never
0	Don't Know

Responses were tabulated for each of the respondent groups: district supervisors, administrators, coordinators, and day trade instructors.

The arithmetic mean was then computed on each item for each of the groups. Non-respondents to a specific item were not included when calculating a mean for that item. Tables 21, 22, 23, and 24 which are in Appendix E, give a breakout of these data. Data for combined groups are presented in Table 25, also in Appendix E.

The percentage of respondents in each group who marked don't know was considered an indication of the extent to which a group was familiar with the district supervisor's actual role. No district supervisor marked don't know to any of the 45 items. Day trade instructors appeared to be less knowledgeable about the actual role of the district supervisor than were coordinators or local vocational administrators. Eighteen tasks fell into the category of being checked don't know by 25 percent or more of the day trade instructors. Twenty-five percent or more of the local administrators marked don't know on eight tasks and coordinators on three of the 45 tasks.

Several of the tasks marked don't know by 25 percent or more of a respondent group would not require direct interaction between the district supervisor and members of the respondent group. As an example, Item 18, "Helps local schools plan for new facilities, equipment, and materials," was marked don't know by 44 percent of the day trade instructors group, whereas, only 4.7 percent of the administrators who are usually more involved with equipment and facility concerns than are day trade instructors. Table 10 lists those tasks on which 25 percent or more of a respondent group marked don't know.

TABLE 10

TASKS MARKED DON'T KNOW BY 25 PERCENT OR MORE OF DAY TRADE INSTRUCTORS, COORDINATORS AND LOCAL VOCATIONAL ADMINISTRATORS[a]

ITEM	TASK	DAY TRADE INSTRUCTORS	COORDNATORS	ADMINISTRATORS
		PERCENT		
4	Discusses program difficiencies with local school officials	27.0		
6	Assists instructors, coordinators and administrators in budget planning	37.6		
7	Assists in resolving conflict between teachers and administrators	38.5		31.7
14	Assists local personnel in the planning of trade and industrial education programs for youths and adults with special needs	33.7		
18	Helps local schools plan for new facilities, equipment and materials	44.0		
20	Keeps the state supervisor informed concerning vocational education activities in his district	53.7		39.3
21	Advises local administrators about policies and procedures for approving new programs of trade and industrial education	46.8		
22	Assists in the planning and development of adult education programs to be provided by a local program of trade and industrial education	46.2		
25	Makes recommendations concerning the addition and deletion of programs from the curriculum	30.4		
26	Promotes desirable relationships between a local program of trade and industrial education and agencies in the local community	52.2		

TABLE 10 Continued

ITEM	TASK	DAY TRADE INSTRUCTORS	COORDNATORS	ADMINISTRATORS
			PERCENT	
27	Advises and assists with the development of local plans for vocational education	31.2		
31	Establishes and maintains effective relationships with labor, management and manpower organizations	54.7	29.9	39.1
34	Consults with teacher educators concerning pre-service training needs of instructors and coordinators			28.1
35	Interprets requirements and standards for first-aid and safety equipment in schools		30.6	
38	Communicates curricula needs of the local schools to the state supervisor	52.8	25.5	43.5
39	Aids teachers and administrators in planning effective community surveys	45.0		
40	Evaluates personnel and programs on the basis of information submitted and other written materials	34.7		25.0
41	Identifies problems or obstacles which hinder the achievement of trade and industrial education program goals	27.3		
43	Uses evaluation results in improving and projecting the program	30.6		30.2
44	Participates in supervisory conferences, committee meetings and state level staff meetings	31.4		28.3

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[a] The percent of each group marking don't know to each of the 45 tasks is presented in Tables 21 through 24, Appendix E.

Most Frequently Performed Tasks of the District Supervisor

The arithmetic mean was computed for those respondents who marked never, sometimes, or often. Those who marked don't know were treated as non-respondents when computing a mean. All 45 tasks were rated as being performed sometimes or often by all four groups of respondents. With a rating scale of 1 to 3, the lowest mean rating given to any task by any group was to Task 6 which was given a mean of 1.5 by local vocational administrators. Item 6, "Assists instructors, coordinators, and administrators in budget planning," and Item 7, "Assists in resolving conflict between teachers and administrators," were ranked by all four groups as being the least frequently performed of the 45 tasks.

To identify the tasks which were performed most frequently by the district supervisor of trade and industrial education, the mean scores were arranged in descending order and ranked from 1, the task having the highest mean, to 45, the task having the lowest mean rating. Since no logical breaking point occurred between high and low mean scores, the ten tasks with the highest mean scores are reported as the perceived most frequently performed tasks of the district supervisor. Coordinators rated two tasks as being tied as the 10th most frequently performed which required that 11 tasks be reported for that group. Tables 11 through 14 list the most important tasks of the district supervisor as perceived by the respondent groups.

All four respondent groups agreed on the following six tasks as being among the tasks most frequently performed of the district supervisor.

44. Participates in supervisory conferences, committee meetings, and state level staff meetings.

20. Keeps the state supervisor informed concerning vocational education activities in his district.

12. Communicates state level policy to local teachers and administrators.

11. Develops effective reports and written materials.

42. Gives credit and praise to persons responsible for high quality trade and industrial education programs.

28. Assists in the planning and coordination of district wide youth activities.

Of the six tasks listed above, four, items 44, 20, 12, and 11 seemed to be related to either obtaining or disseminating information. None of the six tasks agreed upon as among the most frequently performed were directly related to the improvement of classroom instruction. In fact, Item 45, "Provides leadership and assistance in the improvement of teaching techniques," which was considered by all groups as one of the most important tasks of the district supervisor, was not rated by a respondent group as being among the most frequently performed tasks.

Two tasks which the district supervisor ranked as among their most frequently performed were ranked comparitively low by the three reference groups. Item 16, "Helps individual teachers plan and conduct effective public relations activities," was thought by district supervisors as being among the most frequently performed tasks. The same task was ranked as among the least frequently performed by all three reference groups. Item 15, "Visits classrooms to observe and evaluate teachers," was also ranked higher in frequency of performance by district supervisors than by the reference groups. Coordinators and administrators ranked Item 17, "Plans, organizes, and conducts district meetings for discussing topics of common concern," as one of the tasks performed most frequently

TABLE 11

TASKS MOST FREQUENTLY PERFORMED BY THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE DAY TRADE INSTRUCTOR[a]

ITEM	TASK	MEAN[b]
44	Participates in supervisory conferences, committee meetings, and state level staff meetings.	2.842
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.762
12	Communicates state level policy to local teachers and administrators.	2.741
10	Attends advisory committee meetings, banquets, and other local meetings when requested.	2.739
1	Assists local school administrators in maintaining minimum state standards.	2.681
11	Develops effective reports and written materials.	2.680
42	Gives credit and praise to persons responsible for high quality trade and industrial education programs.	2.652
28	Assists in the planning and coordination of district wide youth activities.	2.652
37	Represents the trade and industrial education department as a liasion agent with school administrators.	2.647
21	Advises local administrators about policies and procedures for approving new programs of trade and industrial education.	2.620

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[a] Table 21, Appendix E presents the mean frequency scores for each of the 45 tasks for the day trade instructor group.

[b] Don't know responses were not included when calculating mean scores.

TABLE 12

TASKS MOST FREQUENTLY PERFORMED BY THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE COORDINATOR OF TRADE AND INDUSTRIAL EDUCATION[a]

ITEM	TASK	MEAN[b]
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.908
44	Participates in supervisory conferences, committee meetings, and state level staff meetings.	2.869
12	Communicates state level policy to local teachers and administrators.	2.837
17	Plans, organizes, and conducts district meetings for discussing topics of common concern.	2.837
32	Checks all aspects of local program activity to insure that minimum state standards are being met.	2.809
28	Assists in the planning and coordination of district wide youth activities.	2.800
42	Gives credit and praise to persons responsible for high quality trade and industrial education programs.	2.871
11	Develop effective reports and written materials.	2.768
40	Evaluates personnel and programs on the basis of information submitted and other written materials.	2.727
3	Encourages and assists in the use of VICA as an instructional tool.	2.701
2	Informs teachers of new developments in equipment and resources for instruction.	2.701

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[a] Table 22, Appendix E presents the mean frequency scores for each of the 45 tasks for the coordinator group.

[b] Don't know responses were not included when calculating mean scores.

TABLE 13

TASKS MOST FREQUENTLY PERFORMED BY THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE LOCAL VOCATIONAL ADMINISTRATOR[a]

ITEM	TASK	MEAN[b]
44	Participates in supervisory conferences, committee meetings and state level staff meetings.	2.744
12	Communicates state level policy to local teachers and administrators.	2.661
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.649
11	Develops effective reports and written materials.	2.623
28	Assists in the planning and coordination of district wide youth activities.	2.614
42	Gives credit and praise to persons responsible for high quality trade and industrial education programs.	2.576
2	Informs teachers of new developments in equipment and resources for instruction.	2.550
38	Communicates curricula needs of local schools to the state supervisor.	2.543
3	Encourages and assists in the use of VICA as an instructional tool.	2.532
17	Plans, organizes, and conducts district meetings for discussing topics of common concern.	2.525

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[a] Table 23, Appendix E presents the mean frequency scores for each of the 45 tasks for the local administrator group.

[b] Don't know responses were not included when calculating mean scores.

TABLE 14

TASKS MOST FREQUENTLY PERFORMED BY THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION AS PERCEIVED BY THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION[a]

ITEM	TASK	MEAN[b]
32	Checks all aspects of local program activity to insure that minimum state standards are being met.	3.000
42	Gives credit and praise to persons responsible for high quality trade and industrial education programs.	3.000
20	Keeps the state supervisor informed concerning vocational education activities in his district.	2.875
1	Assists local school administrators in maintaining minimum state standards.	2.875
11	Develops effective written reports and materials.	2.875
12	Communicates state level policy to local teachers and administrators.	2.875
15	Visits classrooms to observe and evaluate teachers and programs.	2.875
16	Helps individual teachers plan and conduct effective public relations activities.	2.875
28	Assists in the planning and coordination of district wide youth activities.	2.875
44	Participates in supervisory conferences, committee meetings, and state level staff meetings.	2.875

[a] Table 24, Appendix E presents the mean frequency scores for each of the 45 tasks for the district supervisor group.

[b] Don't know responses were not included when calculating mean scores.

by district supervisors. District supervisors, however, ranked item 17 as one of their least frequently performed.

Table 27, Appendix E, gives a listing of all 45 tasks by area of supervision and the ranks assigned to the tasks by each of the four groups surveyed. A Kendall's Coefficient of .64, significant at less than the .01 level, indicated that the four groups generally agreed as to the way the 45 tasks were ranked with regard to frequency of performance. For the supervisors group, the mean scores for 38 of the 45 tasks were tied with the mean scores of one or more tasks, possibly producing a depressing effect on the value of W (13).

Tasks Performed Most Frequently Within Areas of Supervision

In order to identify the most frequently performed tasks within the four areas of supervision, all 349 responses were combined and a mean score computed for each of the 45 items. The means were then arranged in descending order from 1, the task having the highest mean, to 45, the task having the lowest mean. The groups surveyed did not perceive the most frequently performed tasks of the district supervisor to be related primarily to any one area of supervision. Both high and low ranking tasks were distributed among all areas of supervision.

The three tasks which were perceived by the respondents as being the most frequently performed within the four areas of supervision are listed below by area of supervision.

Administration

44. Participates in supervisory conferences, committee meetings, and state level staff meetings.

20. Keeps the state supervisor informed concerning vocational education activities in his district.
12. Communicates state level policy to local teachers and administrators.

Curriculum and Instruction

28. Assists in the planning and coordination of district wide youth activities.
3. Encourages and assists in the use of VICA as an instructional tool.
33. Assists with the orientation of instructional staff personnel and in the development of appropriate in-service training activities.

Evaluation

32. Checks all aspects of local program activity to insure that minimum state standards are being met.
43. Uses evaluation results in improving and projecting the program.
15. Visits classrooms to observe and evaluate teachers and programs.

Public Relations

42. Gives credit and praise to persons responsible for high quality trade and industrial education programs.
10. Attends advisory committee meetings, banquets, and other local program meetings when requested.
37. Represents trade and industrial education as a liasion agent with school administrators.

The three tasks of the district supervisor which were perceived as most frequently performed within the administration category were identical to the three administrative tasks which were perceived as most important by the respondent groups. Of the three public relations tasks that were thought by the respondent groups as being performed most frequently, two, Items 42 and 10, were also among the three most important. Item 10, "Attends advisory committee meetings, banquets, and other local program meetings when requested," was the exception. Item 15, "Visits classrooms to observe and evaluate teachers," was not among the most important evaluation tasks but was considered one of the most frequently performed of the evaluation tasks. The same is true of Item 43, "Uses evaluation results in improving and projecting the program." None of the curriculum and instruction tasks perceived as most important were among the three which were perceived as being most frequently performed.

Differences Between Respondent Groups with Regard to the Frequency with which Tasks were Performed

To determine whether or not significant differences existed between groups with regard to each task, the chi-square test of homogeneity was used. Again, the small number of respondents in the district supervisor group precluded comparison of that group with the others. Responses of instructors, coordinators, and administrators were compared on each of the 45 tasks. A chi-square was considered significant at the .05 level.

The ratings of frequency of task performance of the three reference groups differed significantly for 25 of the 45 tasks. To identify the differences between reference groups which contributed to a significant chi-square, confidence intervals were established for differences in

TABLE 15

A COMPARISON OF REFERENCE GROUP RATINGS OF FREQUENCY OF TASK PERFORMANCE ON TASKS SHOWING SIGNIFICANT DIFFERENCE AMONG GROUPS[a]

Item	Chi-square	Frequency choice	Position[b]		
	$p < .05$	category	Instructor	Coordinator	Administrator
				(percent)[c]	
2	15.34	Never	11.2^{x}	1.0^{x}	6.7
		Sometimes	38.2	27.8	31.7
		Often	50.6^{x}	71.1^{xy}	61.7^{y}
4	12.43	Never	8.1^{x}	0.0^{xy}	14.8^{y}
		Sometimes	43.1	51.2	41.0
		Often	48.8	48.8	44.3
5	9.98	Never	15.5	6.3	11.9
		Sometimes	38.7	52.6	55.9
		Often	45.8	41.1	32.2
6	17.08	Never	30.6^{x}	27.7^{y}	55.8^{xy}
		Sometimes	45.4	55.4	38.5
		Often	24.1^{x}	16.9	5.8^{x}
7	12.06	Never	34.6^{x}	17.6^{xy}	41.9^{y}
		Sometimes	47.1^{x}	66.2^{x}	51.2
		Often	18.3	16.2	7.0
8	21.19	Never	15.8^{xy}	2.1^{x}	9.8^{y}
		Sometimes	50.0	43.2	60.7
		Often	34.2	54.7^{x}	29.5^{x}

TABLE 15 Continued

Item	Chi-square $p < .05$	Frequency choice category		Position^{b}	
			Instructor	Coordinator	Administrator
				(percent)^{c}	
10	43.05	Never	0.7^{x}	2.1^{y}	21.2^{xy}
		Sometimes	24.6	31.6	38.5
		Often	74.6^{x}	66.3^{y}	40.4^{xy}
13	17.11	Never	7.5	3.2	6.6
		Sometimes	43.8^{x}	34.7^{y}	63.9^{xy}
		Often	48.8^{x}	62.1^{y}	29.5^{xy}
14	11.00	Never	12.3	10.9	21.4
		Sometimes	40.4	54.3	53.6
		Often	47.4^{x}	34.8	25.0^{x}
15	23.82	Never	7.5	3.1	1.6
		Sometimes	45.1^{x}	26.5^{xy}	59.7^{y}
		Often	47.4^{x}	70.4^{xy}	38.7^{y}
17	27.47	Never	7.0^{x}	0.0^{x}	4.9
		Sometimes	40.1^{x}	16.3^{xy}	37.7^{y}
		Often	52.9^{x}	83.7^{xy}	57.4^{y}
20	11.44	Never	0.0	0.0	0.0
		Sometimes	23.8^{x}	9.2^{xy}	35.1^{y}
		Often	76.3^{x}	90.08^{xy}	64.9^{y}

TABLE 15 Continued

Item	Chi-square p< .05	Frequency choice category	Position^{b}		
			Instructor	Coordinator	Administrator
				(percent)^{c}	
21	11.31	Never	2.2	0.0	8.5
		Sometimes	33.7	41.3	44.1
		Often	64.1	58.8	47.5
22	18.17	Never	10.8^{x}	10.1^{y}	30.6^{xy}
		Sometimes	52.7	53.9	53.2
		Often	36.6^{x}	36.0^{y}	16.1^{xy}
24	15.12	Never	11.5	6.3	19.0
		Sometimes	44.2	33.3	50.0
		Often	44.2^{x}	60.4^{xy}	31.0^{y}
25	14.28	Never	9.1	7.1	21.8
		Sometimes	46.3	57.6	56.4
		Often	44.6^{x}	35.3^{xy}	21.8^{y}
27	23.25	Never	2.5^{x}	3.4^{y}	16.1^{xy}
		Sometimes	45.4	37.9	54.8
		Often	52.1^{x}	58.6^{y}	29.0^{xy}
29	16.08	Never	4.9	2.0	4.8
		Sometimes	40.1	26.5^{x}	54.8^{x}
		Often	54.9^{x}	71.4^{xy}	40.3^{y}

TABLE 15 Continued

Item	Chi-square $p < .05$	Frequency choice category	Position^{b}		
			Instructor	Coordinator	Administrator
				(percent)^{c}	
30	10.10	Never	11.3	16.1	20.7
		Sometimes	50.0	58.1	60.3
		Often	38.7^{x}	25.8	19.0^{x}
32	18.48	Never	3.8	1.1	6.8
		Sometimes	39.8^{x}	16.9^{xy}	35.6^{y}
		Often	56.4^{x}	82.0^{xy}	57.6^{y}
33	17.01	Never	3.5	1.1	11.1
		Sometimes	42.0	31.9	49.2
		Often	54.5	67.0^{x}	39.7^{x}
36	18.34	Never	15.1^{x}	3.1^{xy}	15.8^{y}
		Sometimes	39.0	35.4	52.6
		Often	45.9^{x}	61.5^{xy}	31.6^{y}
39	27.11	Never	19.1	11.8^{x}	32.7^{x}
		Sometimes	54.3	39.8	56.4
		Often	26.6^{x}	48.4^{x}	10.9^{x}
40	19.79	Never	5.2^{x}	0.0^{xy}	12.5^{y}
		Sometimes	42.6	27.3	47.9
		Often	52.2^{x}	72.7^{xy}	39.6^{y}

TABLE 15 Continued

Item	Chi-square $p < .05$	Frequency choice category	Position[b] Instructor	Coordinator	Administrator
			(percent)[c]		
		Never	7.8	1.1	3.6
41	17.61	Sometimes	49.2^{x}	43.7^{y}	71.4^{xy}
		Often	43.0^{x}	55.2^{y}	25.0^{xy}

[a] Chi-square test for homogeneity used to determine tasks on which groups differed significantly.

[b] Number in each group responding to each task reported in Tables 21 through 23, Appendix E.

[c] Percentages connected by a common post-script do not differ at an alpha level of .05.

population proportions for each category of the dependent variable. Table 15 presents the results of the chi-square test and post hoc analysis.

Significant differences between the frequency ratings of coordinators and instructors contributed to an overall significant chi-square on 15 tasks. These included Items 2, 4, 7, 8, 15, 17, 20, 24, 25, 29, 32, 36, 39, 40, and 41, all of which were rated higher in frequency of performance by coordinators than by day trade instructors.

Differences between day trade instructors and local vocational administrators contributed to a significant chi-square on nine tasks. These included Items 6, 10, 13, 14, 22, 27, 30, 39, and 41, all of which were thought to be higher in frequency of performance by instructors than by administrators.

The largest number of significant differences, 21, occurred between the frequency ratings of coordinators and local vocational administrators. Those 21 tasks were all rated higher in frequency of performance by coordinators than by administrators. Included were items 2, 4, 6, 7, 8, 10, 13, 15, 17, 20, 22, 24, 25, 27, 29, 32, 33, 36, 39, 40, and 41.

Summary of Frequency Data

In Part II of the instrument, respondents rated the frequency with which district supervisors of trade and industrial education performed the 45 tasks. Each respondent was asked to rate each task using the following scale: 3 - Often; 2 - Sometimes; 1 - Never; and 0 - Don't Know.

An arithmetic mean was computed on each item for each respondent group. Those who marked don't know to a specific item were treated as non-response when computing a mean for that item. The percent of persons marking don't know was considered an indication of the extent to which a group was familiar with the actual role of the district supervisor. Day trade instructors were less knowledgeable about the district supervisor's actual role than were coordinators or local vocational administrators. Eighteen tasks were checked don't know by 25 percent or more of the day trade instructors.

When the tasks were ranked for each group according to mean scores, the following were agreed upon by all groups as being the most frequently performed tasks of the district supervisor.

1. Participates in supervisory conferences, committee meetings and state level staff meetings.
2. Keeps the state supervisor informed concerning vocational education activities in his district.
3. Communicates state level policy to local teachers and administrators.
4. Develops effective reports and written materials.
5. Gives credit and praise to persons responsible for high quality trade and industrial education programs.
6. Assists in the planning and coordination of district wide youth activities.

Most of the tasks which were agreed upon by the respondent groups as being performed most frequently by the district supervisor were concerned with obtaining or disseminating information. None of the tasks were directly related to the improvement of classroom instruction.

A Kendall's Coefficient of .64, significant at the .01 level, indicated considerable agreement between the groups in the way they ranked the 45 items as to the frequency with which they were performed by district supervisors. However, differences, significant at the .05 level, were found to exist between groups with regard to certain tasks when the test for chi-square was applied. The district supervisors' mean ratings tended to be higher than any other group with regard to the frequency with which they performed the 45 tasks. However, when the ratings of the respondent groups were compared, using chi-square, the district supervisors group was not included because only eight respondents comprised that group.

Coordinators ratings of frequency of task performance tended to be higher than either instructors or administrators. When the chi-square test of homogeneity was applied to the ratings of coordinators, day trade instructors, and administrators, differences between the groups proved significant at the .05 level for 25 tasks. The ratings of both coordinators and instructors were generally higher than local vocational administrators with regard to the frequency with which district supervisors performed the 45 tasks. Differences between the ratings of instructors and administrators contributed to a significant chi-square on eight tasks, all of which were rated highest by instructors. The largest number of significant differences occurred between coordinators and local vocational administrators. These two groups differed significantly on 21 tasks, all of which were rated highest by the coordinators.

Of the six tasks agreed upon by the respondent groups as being among the district supervisor's most important, four were in the administration category. These included Items 44, 20, 12 and 11. All four seemed to be related to some aspect of obtaining and disseminating information. The most important task within each area of supervision are listed below.

Administration	Participates in supervisor conferences, committee meetings and state level staff meetings.
Curriculum and Instruction	Assists in the planning and coordination of district wide youth activities.
Evaluation	Checks all aspects of local program activity to insure than minimum state standards are being met.
Public Relations	Gives credit and praise to persons responsible for high quality trade and industrial education programs.

V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The quality of vocational education in Alabama and in other states is very much dependent upon the leadership provided through the state department of education. In most cases the district supervisor is the major link between local vocational programs and the state department.

This study was undertaken to define and describe the role of the district supervisor of trade and industrial education as perceived by the district supervisor and the clientele that he serves. The role was defined in terms of the perceived importance of task performance and the frequency with which the tasks were performed.

The primary purpose of the research was to provide the district supervisors with information which could be used to evaluate and improve their supervisory program. An additional goal was to provide the state supervisor of trade and industrial education with a data base from which to develop relevant pre-service and in-service education programs and workshops for district supervisors.

This study sought to answer the following questions:

1. What do the following groups perceive to be the most important tasks performed by the district supervisor of trade and industrial education?
    a. district supervisors
    b. local vocational administrators
    c. coordinators
    d. day-trade instructors

2. What differences are there between the perceptions held by the selected groups with regard to the perceived importance of supervisory tasks?
3. What do the selected groups perceive to be the most important tasks that are performed within the following areas of supervision?
    a. administration
    b. curriculum and instruction
    c. public relations
    d. evaluation
4. Is there a relationship between the length of time that a person has served in his present position and his perceptions regarding the importance of tasks performed by the district supervisor?
5. What do the selected groups perceive to be the tasks performed most frequently by the district supervisor of trade and industrial education?
6. What differences are there between the selected groups with regard to the frequency with which the tasks are performed?
7. What do the selected groups perceive to be the tasks that are performed most frequently within the following areas of supervision?
    a. administration
    b. curriculum and instruction
    c. public relations
    d. evaluation

The design of the study was descriptive survey. The target population consisted of district supervisors of trade and industrial education, coordinators of trade and industrial education and local vocational administrators. To insure that respondents had had an opportunity to become familiar with a district supervisor, only persons with a minimum of one year of experience at their present position are included in the sample. This included 215 day trade instructors, 107 trade and industrial education coordinators, 65 local vocational administrators, and 8 district supervisors.

The instrument contained 45 tasks that might be performed by a district supervisor of trade and industrial education. Each of the tasks was assigned to one of four categories of instruction by a jury of experts. The four categories included: administration, curriculum and instruction, evaluation, and public relations. Respondents were asked to rate each task as to its importance and the frequency with which it is performed by the district supervisor. Of those who were asked to participate, 88.4 percent returned the instrument. Data from each respondent were coded and punched on data cards. Statistical computations were then made on the IBM 370 model 155 computer.

Findings

Findings which emerged from the data analysis indicated that day trade instructors, coordinators of trade and industrial education, local vocational administrators, and district supervisors perceived the tasks performed by the district supervisor of trade and industrial education as important. Of the 45 items which were included on the questionnaire, 43 were rated as either important or essential by all respondent groups. With a rating scale from 3 (essential) to 0 (not important), just two tasks had mean importance ratings of 1.625 or lower. These included

Item 6, "Assists instructors, coordinators, and administrators in budget planning," and Item 7, "Assists in resolving conflict between teachers and administrators." These same two tasks were also rated by the respondent groups as being the least frequently performed by the district supervisor.

In rating the frequency with which the 45 tasks were performed, respondents were offered the following choices: 3 - often; 2 - sometimes; 1 - never; and 0 - don't know. Mean frequency ratings were computed only for those who marked often, sometimes, or never. Those who marked don't know were treated as non-respondents for the purpose of computing mean scores. Those who did respond rated all 45 tasks as being performed often or sometimes by the district supervisor. With a rating of 1 to 3, the lowest mean rating given to any task was to task 6, which was given a mean rating of 1.5 by vocational administrators.

The percentage of respondents in each group who marked don't know was considered an indication of the extent to which a group was familiar with the district supervisor's actual role. Day trade instructors were less familiar with the district supervisor's actual role than was any other group. Eighteen tasks were marked don't know by 25 percent or more of the day trade instructors. Twenty-five percent or more of the local vocational administrators marked don't know on eight tasks and coordinators on just three.

In order to identify the perceived most important tasks of the district supervisor, the mean importance scores were arranged in descending order and ranked from 1, the task having the highest mean score, to 45, the task having the lowest mean score. Those tasks with the highest mean scores were reported as the perceived most important tasks performed by the district supervisor of trade and industrial education. This process was also followed in an effort to identify the tasks which were performed most frequently by the district supervisor.

A Kendall's Coefficient of .687, significant at less than the .01 level, indicated considerable agreement among the four groups in the way that they ranked the 45 tasks in importance. A coefficient of .64 indicated similar agreement between the four groups in the way that they ranked the tasks as to the frequency with which they were performed by the district supervisor.

Following are the tasks which were agreed upon by the respondent groups as being among the ten most important that the district supervisor can perform.

12. Communicates state level policy to local teachers and administrators.

44. Participates in supervisory conferences, committee meetings and state level staff meetings.

20. Keeps the state supervisor informed concerning vocational education activities in his district.

32. Checks all aspects of local program activity to insure that minimum state standards are being met.

45. Provides leadership and assistance in the improvement of teaching techniques.

The three reference groups: day trade instructors, coordinators, and local vocational administrators agreed on two additional tasks which were not included among the ten most important tasks as perceived by district supervisors. These were:

21. Advises local administrators about policies and procedures for approving new programs of trade and industrial education.

2. Informs teachers of new developments in equipment and resources.

The tasks agreed upon by the four groups as being among the most frequently performed of the district supervisor were:

44. Participates in supervisory conferences, committee meetings and state level staff meetings.

20. Keeps the state supervisor informed concerning vocational education activities in his district.

12. Communicates state level policy to local teachers and administrators.

11. Develops effective reports and written materials.

42. Gives credit and praise to persons responsible for high quality trade and industrial education programs.

28. Assists in the planning and coordination of district wide youth activities.

Three of the tasks, Items 20, 21, and 44, which were perceived by all groups as being among the most important that the district supervisor can perform were also thought by all four groups as being among the most frequently performed. All three of these tasks are related in some way to transmitting information between the state division of vocational education and local programs of trade and industrial education.

All four groups thought that one of the most frequently performed tasks of the district supervisor was developing written reports and materials. However, in terms of importance, that task was ranked by the four groups as being in the middle range of the 45 tasks.

Item 4, "Discusses program difficiencies with local school officials," was considered among the ten most important tasks by day trade instructors and local vocational administrators. Item 4 was ranked 15th in importance by coordinators and 13th in importance by district supervisors. As to the frequency with which district supervisors actually discuss program difficiencies with local school officials, Item 4 was ranked 24th by instructors, 30th by coordinators, 22nd by administrators, and 23.5 by district supervisors.

Item 32, "Checks all aspects of local program activity to insure that minimum state standards are being met," was considered by all four groups as being among the ten most important tasks of the district supervisor. District supervisors and coordinators also ranked task 32 as being among the ten most frequently performed tasks of the district supervisor. Day trade instructors and local vocational administrators ranked the same task as being relatively high in frequency of performance but not among the ten most frequently performed.

Item 32, "Checks all aspects of local program activity to insure that minimum state standards are being met," and Item 4, "Discusses program difficiencies with local school officials," were the only evaluation tasks rated high in either importance or frequency of performance by all groups surveyed. Evaluation tasks which dealt with classroom instruction or observing and evaluating teachers were ranked comparatively low. Therefore, an important task of the district supervisor, as perceived by the respondent groups, was evaluating local programs in terms of state standards and requirements. The four groups also think it important that the district supervisor make sure local officials are aware of any difficiencies that may exist.

None of the tasks agreed upon by the four groups as being among the ten most frequently performed were directly related to the improvement of classroom instruction. In fact, Item 45, "Provides leadership and assistance in the improvement of teaching techniques," which was considered by all groups as among the most important tasks of the district supervisor, was ranked in the middle range of the 45 tasks by the four groups in terms of the frequency with which it was performed. Another task which was rated high in importance yet comparatively low in frequency of performance was informing teachers of new developments in equipment and resources for instruction. This task was ranked 5th in importance by both day trade instructors and coordinators. However, day trade instructors ranked the task 26th and coordinators 10.5 in frequency of performance.

The number of years of experience that a person had in his position did not appear to influence the way that he or she ranked the tasks as to their importance. When respondents were grouped by years of experience and the rankings compared, a W of .97 was observed. Thus, persons with 1 to 2 years of experience rank ordered the tasks as to importance in essentially the same manner as those with more than ten years of experience.

The most important tasks of the district supervisor were not related primarily to any one of the selected areas of supervision. The perceived most important tasks of the district supervisor of trade and industrial education were dispersed among administration, curriculum and instruction, and evaluation. None of the perceived most important tasks were within the area of public relations. The six tasks which were agreed upon as being among the most frequently performed were dispersed among all four areas of supervision. However, four of the six were in the administration category. All four of the administration tasks were related in some way to obtaining and disseminating information.

The chi-square test of homogeneity was used to compare the importance and frequency ratings of instructors, coordinators and administrators for each of the 45 tasks. With regard to importance, the three groups were found to differ significantly on eleven of the tasks.

A post hoc analysis indicated that differences between the ratings of coordinators and instructors contributed to a significant chi-square on ten tasks, all of which were rated higher by coordinators than by instructors. Coordinators also appeared to rate the tasks as being more important than did local vocational administrators. Significant differences between the ratings of coordinators and administrators contributed to a significant chi-square on five tasks which were all rated higher in importance by coordinators than by administrators. The importance ratings of instructors and administrators differed significantly on just three of the 45 tasks.

The ratings of frequency of task performance of the three reference groups differed significantly on 25 of the 45 tasks. Differences between instructors and coordinators contributed to a significant chi-square on fifteen tasks which were all rated higher by coordinators than by instructors. Differences between instructors and administrators were significant on eight tasks, all of which were rated higher by instructors than by administrators. The largest number of significant differences, 21, occurred between coordinators and administrators. All 21 were rated highest in frequency of performance by the coordinators.

Conclusions

The following conclusions were reached from data responses in the study:

1. There tended to be a high level of agreement among district supervisors, day trade instructors, coordinators, and local vocational administrators as to the way they ranked the tasks of the district supervisor in importance and in frequency of performance.
2. District supervisors tended to rate the 45 tasks as being more important and as being performed more frequently than did any other group. Coordinators perceived the tasks of the district supervisor to be generally more important and performed more frequently than did any of the three reference groups.
3. Day trade instructors were generally less familiar with the frequency with which district supervisors actually performed the tasks than was any other group.
4. One of the most important duties of the district supervisor, as perceived by the district supervisor and his reference groups, was transmitting information between the state department of education and local programs of trade and industrial education. However, no group considered

the preparation of reports and written materials among the most important tasks even though it was thought to be one of the most frequently performed.

5. The district supervisor and his reference groups think it is important for the district supervisor to evaluate local programs in terms of state standards and requirements and to make sure that local officials are aware of any difficiencies that might exist.
6. According to the respondent groups, among the most important tasks of the district supervisor were providing leadership and assistance in the improvement of teaching techniques and informing teachers of new developments in equipment and resources for instruction. Both of these tasks were considered comparatively low in frequency of performance.
7. The perceived most important tasks of the district supervisor were dispersed among the areas of administration, curriculum and instruction, and evaluation. None of the perceived most important tasks were in the area of public relations.
8. The most frequently performed tasks of the district supervisor were dispersed among all

four areas of supervision selected for this study including administration, curriculum and instruction, evaluation, and public relations.

Recommendations

1. It is recommended that the role of the district supervisor be clearly defined with major emphasis given the following duties: transmitting information between local programs of trade and industrial education and the State Department of Education; evaluating programs in terms of state standards and discussing related program difficiencies with local school officials; providing leadership and assistance in the improvement of teaching techniques and informing teachers of new developments in equipment and resources for instruction.

2. It is recommended that an in-service program be conducted for the district supervisor. The purpose of the in-service program would be to assist the district supervisor in using the information derived from this study to evaluate and project his supervisory activities.

3. Because of the differences which were found in the perceptions of the various respondent groups, it is recommended that district workshops be held for day trade instructors, coordinators, and local vocational administrators. The purpose of the workshops should be to fully explore the role of the district supervisor and ways in which the accomplishment of local program goals can be enhanced through the services of the district supervisor.

4. In view of the large number of individuals to whom the district supervisor must provide supervisory services, it is recommended that a study be conducted to determine the optimum district supervisor-supervisee ratio.

5. Because the day trade instructors seemed to be less familiar with the district supervisor's role than any other group, it is recommended that the district supervisor make a special effort to improve lines of communication between himself and the day trade instructor.

6. Since trade and industrial education is only one of several service areas that are served by district supervisors, it is recommended that similar studies be conducted in other service areas to determine whether or not supervisory needs differ across service areas.

7. It is recommended that additional research be conducted to identify variables which might be related to a respondent's perceptions of the most important and most frequently performed tasks.

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APPENDICES

APPENDIX A

INSTRUCTIONS TO FIRST JURY OF EXPERTS AND NAME OF JURY MEMBERS

March 21, 1975

NAME OF JURY MEMBER

Dear Jury Member:

I am in the process of generating items for a questionnaire. Following is a list of tasks that are/can be performed by a district supervisor of trade and industrial education. The list originated from a review of the literature and from my experience in the field. As you review the list, ask yourself the following questions:

1. Is the item clearly stated?
2. Should anything be added to the item?
3. Can this item be combined with one or more of the other items without losing its effect?
4. Is the item a duplication of some other item on the list?
5. Should the item be excluded?
6. Is the task clearly out of the district supervisor's area of responsibility?

If you have any comments concerning the above questions or anything else that you may think of while reading through the list, please use the space available after each item.

(LIST OF 106 ITEMS)

Have I forgotten anything? If you can think of any other tasks that a district supervisor might perform, please list them in the space below. Any other comments or suggestions that you might have will also be appreciated.

Sincerely,

James H. Cornell

JURY MEMBERS

Dr. Aaron J. Miller, Chairman
Faculty for Vocational-Technical Education
The Ohio State University

Dr. James E. Sage
Assistant Professor
Faculty for Vocational-Technical Education
The Ohio State University

Dr. Daniel E. Koble
Research Specialist
The Center for Vocational Education
The Ohio State University

Mr. J. C. Lindley
State Supervisor
Trade and Industrial Education
Alabama

Mr. Fred Colburn
Assistant State Supervisor
Trade and Industrial Education
Alabama

Mr. Richard Kasper
Ph.D. Candidate
Vocational-Technical Education
The Ohio State University

Mr. Terry Garland
Graduate Student
Vocational-Technical Education
The Ohio State University

APPENDIX B

INSTRUCTIONS TO SECOND JURY OF EXPERTS AND NAMES OF JURY MEMBERS

Dear Jury Member:

I am in the process of generating items to include on a questionnaire. Enclosed you will find fifty-nine 3 x 5 cards. On each card is written a task that is/can be performed by a district supervisor of trade and industrial education.

Sample Card

Front of Card

1. Approves a local program of trade and industrial education for federal and state funds

Back of Card

Please place this task into one of the following categories:

1._____ ADMINISTRATION

2._____ IMPROVEMENT OF INSTRUCTION

3._____ PUBLIC RELATIONS

4._____ EVALUATION

COMMENTS:________________________________

____

Instructions

1. As you read each task, ask yourself the following questions:

    a. Is the task clearly stated?

    b. Should anything be added to the statement?

    c. Can the task be combined with one or more of the other tasks?

    d. Is the task clearly outside of the district supervisor's area of responsibility?

    If you have any comments or suggestions, make them either on the front or back of the card.

2. On the back of each card are listed four areas of supervision. Please place an "X" in the appropriate category based upon the following definitions:

    Administration - Supervisory activities which are concerned with the organization and operation of the trade and industrial education programs.

    Improvement of Instruction (teaching) - Supervisory activities which are directly related to assisting the teacher in the improvement of classroom or laboratory activities.

    Public Relations - Supervisory activities which are designed to develop understanding and support of vocational education.

    Evaluation - Evaluative activities concerned with the improvement of instruction and supervisory activities concerned with the legal responsibilities for making judgments about trade and industrial education programs which serve as a basis for program reimbursement.

3. Five extra cards are provided each jury member. If you can think of any tasks that I might have overlooked, please use these cards to record them.

4. When you have finished, return all cards in the enclosed envelope by March 15.

Your assistance will be deeply appreciated.

Sincerely yours,

James H. Cornell

Dr. A. J. Miller
Faculty Chairman
Vocational-Technical Education
The Ohio State University

Dr. James Sage
Assistant Professor
Vocational-Technical Education
The Ohio State University

Mr. J. C. Lindley
State Supervisor
Trade and Industrial Education
Alabama

Mr. Fred Colburn
Assistant State Supervisor
Trade and Industrial Education
Alabama

Mr. Harry Davis
State Supervisor
Trade and Industrial Education
Ohio

Mr. Don Bewley
Area Supervisor
Trade and Industrial Education
Ohio

Mr. Tom Hyde
Area Supervisor
Trade and Industrial Education
Ohio

Mr. Bob Wright
Area Supervisor
Trade and Industrial Education
Ohio

Dr. William Armstrong
Chairman
Vocational-Technical Education
The University of Alabama
in Birmingham

Mr. Jack Volkner
Area Supervisor
Trade and Industrial Education
Ohio

APPENDIX C

SUPERVISORY TASKS BY AREA OF SUPERVISION

SUPERVISORY TASKS BY AREA OF SUPERVISION

Administration

Item

1 Assists local school administrators in maintaining minimum state standards.

12 Communicates state level policy to local teachers and administrators.

27 Advises and assists with the development of local plans for vocational education.

20 Keeps the state supervisor informed concerning vocational education activities in his district.

35 Interprets requirements and standards for first-aid and safety equipment in schools.

44 Participates in supervisory conferences, committee meetings and state level staff meetings.

6 Assists instructors, coordinators and administrators in budget planning.

11 Develops effective reports and written materials.

17 Plans, organizes, and conducts district meetings for discussing topics of common concern.

21 Advises local administrators about policies and procedures for approving new programs of trade and industrial education.

38 Communicates curricula needs of local schools to the state supervisor.

7 Assists in resolving conflict between teachers and administrators.

Curriculum and Instruction

18 Helps local schools plan for new facilities, equipment and materials.

8 Makes recommendations concerning the most efficient use of facilities and equipment.

22 Assists in the planning and development of adult education programs to be provided in a local program of trade and industrial education.

28 Assists in the planning and coordination of district wide youth activities.

14 Assists local personnel in the planning of trade and industrial education programs for youths and adults with special needs.

33 Assists with the orientation of instructional staff personnel in the development of appropriate in-service training activities.

39 Aids teachers and administrators in planning effective community surveys.

2 Informs teachers of new developments in equipment and resources for instruction.

13 Encourages the use of community resources in the instructional program.

19 Encourages and assists individual teachers in the development of effective techniques of self-evaluation.

34 Consults with teacher educators concerning pre-service and in-service training needs of instructors and coordinators.

9 Aids teachers in applying new ideas, practices, and skills gained through training.

29 Encourages and assists instructors and coordinators in developing an individual professional improvement program including membership in national, state, and local professional organizations.

30 Assists administrators and instructors in the development and utilization of advisory committees.

45 Provides leadership and assistance in the improvement of teaching techniques.

3 Encourages and assists in the use of VICA as an instructional tool.

23 Aids in the selection, organization, and preparation of books, study guides, and other teaching materials to be provided for a local program of trade and industrial education.

Evaluation

4 Discusses program deficiencies with local school officials.

25 Makes recommendations concerning the addition and/or deletion of programs from the curriculum.

32 Checks all aspects of local program activity to insure that minimum state standards are being met.

24 Keeps the instructor well informed concerning the quality of his instruction.

40 Evaluates personnel and programs on the basis of information submitted and other written materials.

15 Visits classrooms to observe and evaluate teachers and programs.

41 Identifies problems or obstacles which hinder the achievement of trade and industrial education program goals.

43 Uses evaluation results in improving and projecting the program.

36 Keeps the instructor informed concerning the quality of his instruction.

Public Relations

5 Assists teachers in developing good working relationships with other teachers, counselors, and administrators.

42 Gives credit and praise to persons responsible for good trade and industrial education programs.

37 Represents the trade and industrial education program as a liaison agent with school administrators.

10 Attends advisory committee meetings, banquets, and other local program meetings when requested.

31 Establishes and maintains effective relationships with labor, management, and manpower organizations.

26 Promotes desirable relationships between a local program of trade and industrial education and agencies in the local community.

16 Helps individual teachers plan and conduct effective public relations activities.

APPENDIX D

INSTRUMENT AND COVER LETTER

State of Alabama
Department of Education
DIVISION OF
VOCATIONAL EDUCATION and COMMUNITY COLLEGES
State Office Building
Montgomery, Alabama 36130

LeRoy Brown
State Superintendent

T. L. Faulkner
State Director

September 11, 1975

M E M O R A N D U M

TO: Trade and Industrial Education Coordinators
Day Trade Instructors
Area Center Administrators
Local Directors

The Alabama Research Coordinating Unit and the Trade and Industrial Education Service Area of the Division of Vocational Education and Community Colleges are jointly sponsoring a research project concerning the role of the district supervisor of Trade and Industrial Education in Alabama. The results of the study can be used as a data base for relevant pre-service and in-service education programs for district supervisors.

You can help by completing the enclosed questionnaire. Please remember that your responses will be used in an analysis of group data only and all individual responses will be kept confidential.

Your assistance in providing us with the requested information is appreciated. A self-addressed return envelope is enclosed for your convenience. Please complete the questionnaire and return by October 10, 1975.

Sincerely yours,

Douglas Patterson

Douglas Patterson, Director
Research Coordinating Unit

DP/nr

Enclosures

Code Number _______________

AN ANALYSIS OF TASKS PERFORMED BY THE DISTRICT SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION IN ALABAMA

This questionnaire is part of a research project to examine the role of the assistant state supervisor (district supervisor) of trade and industrial education in Alabama. Your participation in the study is most important and sincerely appreciated.

The code number at the top of this page will be used to contact non-respondents per standard sampling procedures. The information that you provide will not be associated with your name. Your response will be used in the analysis of group data only.

DIRECTIONS FOR PARTS I and II:

Following is a list of professional tasks which might be performed by a district supervisor of trade and industrial education.

PART I--In the columns at the left, please indicate your rating of the relative frequency with which your district supervisor performs the task. Place a check mark in the appropriate column by using the following scale.

3--Often 1--Never
2--Sometimes 0--Don't Know

PART II--In the columns at the right, please indicate your rating of the relative importance of the task in the performance of the duties of the district supervisor of trade and industrial education. Place a check mark in the appropriate column by using the following rating scale.

3--Essential 1--Somewhat Important
2--Important 0--Not Important

Example:

PART I					PART II			
Often	Sometimes	Never	Don't Know		Essential	Important	Somewhat Important	Not Important
3	2	1	0		3	2	1	0
✓				Works well with administrators.		✓		

FREQUENCY					IMPORTANCE			
PART I					PART II			
3	2	1	0		3	2	1	0
				1. Assists local school administration in maintaining minimum state standards.				
				2. Informs teachers of new developments in equipment and resources for instruction.				
				3. Encourages and assists in the use of VICA as an instructional tool.				
				4. Discusses program deficiencies with local school officials.				
				5. Assists teachers in developing good working relationships with other teachers, counselors and administrators.				
3	2	1	0		3	2	1	0

(Continued next page)

FREQUENCY					IMPORTANCE			
PART I					PART II			
Often	Sometimes	Never	Don't Know		Essential	Important	Somewhat Important	Not Important
3	2	1	0		3	2	1	0
				6. Assists instructors, coordinators and administrators in budget planning.				
				7. Assists in resolving conflict between teachers and administrators.				
				8. Makes recommendations concerning the most efficient use of equipment and facilities.				
				9. Aids teachers in applying new ideas, practices and skills gained through training.				
				10. Attends advisory committee meetings, banquets and other local meetings when requested.				
				11. Develops effective reports and written materials.				
				12. Communicates state level policy to local teachers and administrators.				
				13. Encourages the use of community resources in the instructional program.				
				14. Assists local personnel in the planning of trade and industrial education programs for youth and adults with special needs.				
				15. Visits classrooms to observe and evaluate teachers and programs.				
				16. Helps individual teachers plan and conduct effective public relations programs.				
				17. Plans, organizes and conducts district meetings for discussing topics of common concern.				
				18. Helps local schools plan for new facilities, equipment and materials.				
				19. Encourages and assists individual teachers in the development and use of effective techniques of self evaluation.				
				20. Keeps the state supervisor informed concerning vocational education activities in his district.				
				21. Advises local administrators about policies and procedures for approving new programs of trade and industrial education.				
3	2	1	0		3	2	1	0

(Continued next page)

FREQUENCY					IMPORTANCE			
PART I					PART II			
Often	Sometimes	Never	Don't Know		Essential	Important	Somewhat Important	Not Important
3	2	1	0		3	2	1	0
				22. Assists in the planning and development of adult education programs to be provided in a local program of trade and industrial education.				
				23. Aids in the selection, organization and preparation of books, study guides and other teaching materials to be provided for a local program of trade and industrial education.				
				24. Keeps the instructor informed concerning the quality of his instruction.				
				25. Makes recommendations concerning the addition and/or deletion of programs from the curriculum.				
				26. Promotes desirable relationships between a local program of trade and industrial education and agencies in the local community.				
				27. Advises and assists with the development of local plans for vocational education.				
				28. Assists in the planning and coordination of district-wide youth activities.				
				29. Encourages and assists instructors and coordinators in developing an individual professional improvement program including membership in national, state and local professional organizations.				
				30. Assists administrators and instructors in the development and utilization of advisory committees.				
				31. Establishes and maintains effective relationships with labor, management and manpower organizations.				
				32. Checks all aspects of local program activity to insure that minimum state standards are being met.				
				33. Assists with the orientation of instructional staff personnel and in the development of appropriate in-service training activities.				
				34. Consults with teacher educators concerning pre-service and in-service training needs of instructors and coordinators.				
				35. Interprets requirements and standards for first-aid and safety equipment in schools.				
3	2	1	0		3	2	1	0

(Continued next page)

FREQUENCY					IMPORTANCE			
PART I					PART II			
Often	Sometimes	Never	Don't Know		Essential	Important	Somewhat Important	Not Important
3	2	1	0		3	2	1	0
				36. Keeps the instructor well informed concerning the quality of his instruction.				
				37. Represents the trade and industrial education department as a liaison agent with school administrators.				
				38. Communicates curricula needs of local schools to the state supervisor.				
				39. Aids teachers and administrators in planning effective community surveys.				
				40. Evaluates personnel and programs on the basis of reports and other written materials.				
				41. Identifies problems or obstacles which hinder the achievement of trade and industrial education program goals.				
				42. Gives credit and praise to persons responsible for high quality trade and industrial education programs.				
				43. Uses evaluation results in improving and projecting the program.				
				44. Participates in supervisory conferences, committee meetings and state level staff meetings.				
				45. Provides leadership and assistance in the improvement of teaching techniques.				
3	2	1	0		3	2	1	0

PART III - BACKGROUND INFORMATION

46. Present position (please check)

(1)___ Day Trade Instructor

(2)___ Trade and Industrial Education Coordinator

(3)___ Area Center Administrator or Local Director

(4)___ District Supervisor

47. How many years have you served in the position checked above?

(1)___ One to two years

(2)___ Three to five years

(3)___ Six to ten years

(4)___ More than ten years

48. How many times have you been visited by a district supervisor during the past year? (Please check)

(1)___ None

(2)___ One to two

(3)___ Three to five

(4)___ More than five

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

October 21, 1975

Dear

We recently mailed out a questionnaire concerning the role of the district supervisor of trade and industrial education in Alabama. Although our overall response has been good, we notice that you have not returned your questionnaire.

We believe this study can be very beneficial in improving the services of the State Department of Education. For the study to be a success, we need your help. Please take a few minutes of your valuable time to complete and return the questionnaire.

Since you may have misplaced the first questionnaire, another has been enclosed with this letter.

Your immediate response will be greatly appreciated. If your response is in the mail, please accept our thanks.

Sincerely yours,

Douglas Patterson

Douglas Patterson, Director
Research Coordinating Unit

DP/nr

Enclosure

APPENDIX E

TABLES

TABLE 16

RESPONSES OF INSTRUCTORS GROUP CONCERNING THE IMPORTANCE OF SUPERVISORY TASKS

ITEM	N	NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	166	4	2.4	12	7.2	72	43.4	78	47.0	2.349
2	171	1	0.6	11	6.4	84	47.2	75	43.9	2.363
3	170	16	9.4	36	21.2	83	48.8	35	20.6	1.806
4	167	3	1.8	11	6.6	87	52.1	66	39.5	2.293
5	170	5	2.9	30	17.6	79	46.5	56	32.9	2.094
6	165	22	13.3	41	24.8	71	43.0	31	18.8	1.673
7	168	25	14.9	42	25.0	72	42.9	29	17.3	1.625
8	172	8	4.7	43	25.0	81	47.1	40	23.3	1.890
9	174	4	2.3	25	14.4	90	51.7	55	31.6	2.126
10	174	14	8.0	39	22.4	77	44.3	44	25.3	1.868
11	171	7	4.1	24	14.0	80	46.8	60	35.1	2.129
12	174	0	0.0	14	8.0	63	36.2	97	55.7	2.477
13	177	3	1.8	28	16.4	83	48.5	57	33.3	2.135
14	166	4	2.4	26	15.7	85	51.2	51	30.7	2.102

TABLE 16 CONTINUED

ITEM	N	NOT IMPORTANT NO.	NOT IMPORTANT %	SOMEWHAT IMPORTANT NO.	SOMEWHAT IMPORTANT %	IMPORTANT NO.	IMPORTANT %	ESSENTIAL NO.	ESSENTIAL %	MEAN
15	174	4	2.3	31	17.8	89	51.1	50	28.7	2.063
16	172	5	2.9	46	26.7	87	50.6	34	19.8	1.872
17	170	3	1.8	35	20.6	74	43.5	58	34.1	2.100
18	171	4	2.2	22	12.9	86	50.3	59	34.5	2.170
19	170	4	2.4	28	16.5	87	51.2	51	30.0	2.088
20	167	0	0.0	13	7.8	78	46.7	76	45.5	2.377
21	166	1	0.6	18	10.8	76	45.8	71	42.8	2.307
22	167	4	2.4	40	24.0	93	55.7	30	18.0	1.892
23	174	2	1.1	18	10.3	86	49.4	68	39.1	2.264
24	173	2	1.2	26	15.0	83	48.0	62	35.8	2.185
25	167	6	3.6	36	21.6	80	47.9	45	26.9	1.982
26	162	3	1.9	40	24.7	78	48.1	41	25.3	1.969
27	169	1	0.6	24	14.2	87	51.5	57	33.7	2.183
28	171	6	3.5	24	14.0	88	51.5	53	31.0	2.099
29	173	8	4.6	23	13.3	90	52.0	52	30.1	2.075
30	172	3	1.7	44	25.6	91	52.9	34	19.8	1.907

TABLE 16 CONTINUED

		NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		
ITEM	N	NO.	%	NO.	%	NO.	%	NO.	%	MEAN
31	162	5	3.1	33	20.4	85	52.5	39	24.1	1.975
32	171	0	0.0	15	8.8	89	52.0	67	39.2	2.304
33	175	3	1.7	24	13.7	81	46.3	67	38.3	2.211
34	168	2	1.2	21	12.5	84	50.0	61	36.3	2.214
35	173	4	2.3	15	8.7	87	50.3	67	38.7	2.254
36	172	2	1.2	17	9.9	95	55.2	58	33.7	2.215
37	166	6	3.6	21	12.7	79	47.6	60	36.1	2.163
38	165	1	0.6	14	8.5	81	49.1	69	41.8	2.321
39	160	6	3.8	45	28.1	78	48.8	31	19.4	1.837
40	166	7	4.2	31	18.7	84	50.6	44	26.5	1.994
41	170	1	0.6	15	8.8	98	57.6	56	32.9	2.229
42	173	3	1.7	21	12.1	81	46.8	68	39.3	2.237
43	161	2	1.2	22	13.7	85	52.8	52	32.3	2.161
44	168	2	1.2	12	7.1	76	45.2	78	46.4	2.369
45	172	0	0.0	11	6.4	83	48.3	78	45.3	2.390

TABLE 17

RESPONSES OF COORDINATOR'S GROUP CONCERNING THE IMPORTANCE OF SUPERVISORY TASKS

ITEM	N	NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	97	4	4.1	8	8.2	41	42.3	44	45.4	2.289
2	97	0	0.0	1	1.0	42	43.3	54	55.7	2.546
3	97	3	3.1	8	8.2	57	58.8	29	29.9	2.155
4	96	2	2.1	3	3.1	52	54.2	39	40.6	2.333
5	97	3	3.1	15	15.5	39	40.2	40	41.2	2.196
6	95	6	6.3	39	41.1	37	38.9	13	13.7	1.600
7	96	7	7.3	23	24.0	41	42.7	25	26.0	1.875
8	97	1	1.0	12	12.4	51	52.6	33	34.0	2.196
9	98	1	1.0	8	8.2	54	55.1	35	35.7	2.255
10	98	0	0.0	17	17.3	53	54.1	28	28.6	2.112
11	98	0	0.0	11	11.2	46	46.9	41	41.8	2.306
12	98	0	0.0	1	1.0	30	30.6	67	68.4	2.673
13	98	0	0.0	12	12.2	50	51.0	36	36.7	2.245
14	96	2	2.1	14	14.6	56	58.3	24	25.0	2.063
15	97	1	1.0	7	7.2	46	47.4	43	44.3	2.351

TABLE 17 CONTINUED

ITEM	N	NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
16	98	0	0.0	12	12.2	64	65.3	22	22.4	2.102
17	98	0	0.0	4	4.1	26	26.5	68	69.4	2.653
18	97	2	2.1	15	15.5	45	46.4	35	36.1	2.165
19	98	3	3.1	14	14.3	50	51.0	31	31.6	2.112
20	96	1	1.0	3	3.1	31	32.3	61	63.5	2.583
21	96	1	1.0	4	4.2	44	45.8	47	49.0	2.427
22	97	3	3.1	13	13.4	60	61.9	21	21.6	2.021
23	98	1	1.0	8	8.2	43	43.9	46	46.9	2.367
24	96	1	1.0	9	9.4	43	44.8	43	44.8	2.333
25	96	4	4.2	11	11.5	59	61.5	22	22.9	2.031
26	95	3	3.2	13	13.7	57	60.0	22	23.2	2.032
27	96	0	0.0	9	9.4	51	53.1	36	37.5	2.281
28	98	0	0.0	8	8.2	38	38.8	52	53.1	2.449
29	98	2	2.0	10	10.2	45	45.9	41	41.8	2.276
30	98	5	5.1	24	24.5	56	57.1	13	13.3	1.786
31	95	5	5.3	13	13.7	46	48.4	31	32.6	2.084

TABLE 17 CONTINUED

		NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		
ITEM	N	NO.	%	NO.	%	NO.	%	NO.	%	MEAN
32	98	0	0.0	3	3.1	39	39.8	56	57.1	2.541
33	97	2	2.1	6	6.2	49	50.5	40	41.2	2.309
34	97	1	1.0	15	15.5	47	48.5	34	35.1	2.175
35	96	12	12.5	22	22.9	40	41.7	22	22.9	1.750
36	98	3	3.1	5	5.1	52	53.1	38	38.8	2.276
37	97	0	0.0	1	1.0	47	48.5	49	50.5	2.495
38	96	1	1.0	4	4.2	48	50.0	43	44.8	2.385
39	95	3	3.2	15	15.8	49	51.6	28	29.5	2.074
40	97	3	3.1	12	12.4	50	51.5	32	33.0	2.144
41	97	2	2.1	3	3.1	59	60.8	33	34.0	2.268
42	98	0	0.0	10	10.2	44	44.9	44	44.9	2.347
43	98	0	0.0	9	9.2	59	60.2	30	30.6	2.214
44	97	1	1.0	1	1.0	35	36.1	60	61.9	2.588
45	97	1	1.0	4	4.1	36	37.1	56	57.7	2.515

TABLE 18

RESPONSES OF ADMINISTRATOR'S GROUP TO THE IMPORTANCE OF SUPERVISORY TASKS

ITEM	N	NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	64	2	3.1	4	6.3	26	40.6	32	50.0	2.375
2	63	0	0.0	2	3.2	33	52.4	28	44.4	2.413
3	64	4	6.3	8	12.3	30	46.9	22	34.4	2.094
4	63	0	0.0	3	4.8	28	43.1	32	50.8	2.460
5	64	1	1.6	9	14.1	31	48.4	23	35.9	2.188
6	63	16	25.4	25	39.7	16	25.4	6	9.5	1.190
7	62	13	21.0	22	35.5	17	27.4	10	16.1	1.387
8	64	3	4.7	10	15.6	33	51.6	18	28.1	2.031
9	64	1	1.6	5	7.8	30	46.9	28	43.8	2.328
10	64	6	9.4	17	26.6	30	46.9	11	17.2	1.719
11	64	2	3.1	11	17.2	30	46.9	21	32.8	2.094
12	64	0	0.0	2	3.1	21	32.8	41	64.1	2.609
13	64	0	0.0	6	9.4	42	65.6	16	25.0	2.156
14	64	1	1.6	16	25.0	38	59.4	9	14.1	1.859

TABLE 18 CONTINUED

ITEM	N	NOT IMPORTANT NO.	NOT IMPORTANT %	SOMEWHAT IMPORTANT NO.	SOMEWHAT IMPORTANT %	IMPORTANT NO.	IMPORTANT %	ESSENTIAL NO.	ESSENTIAL %	MEAN
15	64	1	1.6	10	15.6	28	43.8	25	39.1	2.203
16	64	4	6.3	16	25.0	37	57.8	7	10.9	1.734
17	64	1	1.6	8	12.5	29	45.3	26	40.6	2.250
18	64	1	1.6	8	12.5	33	51.6	22	34.4	2.188
19	64	0	0.0	8	12.5	36	56.3	20	31.3	2.188
20	62	2	3.2	1	1.6	26	41.9	33	53.2	2.452
21	64	1	1.6	3	4.7	24	37.5	36	56.3	2.484
22	65	2	3.1	15	23.1	38	58.5	10	15.4	1.862
23	64	0	0.0	4	6.3	37	57.8	23	35.9	2.297
24	65	4	6.2	10	15.4	32	49.2	19	29.2	2.015
25	65	1	1.5	18	27.7	30	46.2	16	24.6	1.938
26	65	4	6.2	16	24.6	28	43.1	17	26.2	1.892
27	64	0	0.0	11	17.2	33	51.6	20	31.3	2.141
28	64	1	1.6	6	9.4	24	37.5	33	51.6	2.391
29	65	3	4.6	6	9.2	34	52.3	22	33.8	2.154
30	65	0	0.0	20	30.8	36	55.4	9	13.8	1.831

TABLE 18 CONTINUED

ITEM	N	NOT IMPORTANT NO.	NOT IMPORTANT %	SOMEWHAT IMPORTANT NO.	SOMEWHAT IMPORTANT %	IMPORTANT NO.	IMPORTANT %	ESSENTIAL NO.	ESSENTIAL %	MEAN
31	64	3	4.7	18	28.1	29	45.3	14	21.9	1.844
32	65	0	0.0	6	9.2	22	33.8	37	56.9	2.477
33	65	2	3.1	11	16.9	25	38.5	27	41.5	2.185
34	64	0	0.0	6	9.4	30	46.9	28	43.8	2.344
35	65	2	3.1	12	18.5	28	43.1	23	35.4	2.108
36	64	3	4.7	7	10.9	41	64.1	13	20.3	2.000
37	65	2	3.1	8	12.3	24	36.9	31	47.7	2.292
38	64	1	1.6	4	6.3	30	46.9	29	45.3	2.359
39	65	4	6.2	16	24.6	39	60.0	6	9.2	1.723
40	65	5	7.7	17	26.2	27	41.5	16	24.6	1.831
41	65	1	1.5	10	15.4	33	50.8	21	32.3	2.138
42	65	0	0.0	1	1.5	37	56.9	27	41.5	2.400
43	65	1	1.5	11	16.9	37	56.9	16	24.6	2.046
44	62	0	0.0	4	6.5	28	45.2	30	48.4	2.419
45	63	1	1.6	1	1.6	30	47.6	31	49.2	2.444

TABLE 19

RESPONSES OF SUPERVISOR'S GROUP CONCERNING THE IMPORTANCE OF SUPERVISORY TASKS

ITEM	N	NOT IMPORTANT NO.	NOT IMPORTANT %	SOMEWHAT IMPORTANT NO.	SOMEWHAT IMPORTANT %	IMPORTANT NO.	IMPORTANT %	ESSENTIAL NO.	ESSENTIAL %	MEAN
1	8	0	0.0	0	0.0	4	50.0	4	50.0	2.500
2	8	0	0.0	0	0.0	5	62.5	3	37.5	2.375
3	8	0	0.0	1	12.5	5	62.5	2	25.0	2.125
4	8	0	0.0	0	0.0	4	50.0	4	50.0	2.500
5	8	1	12.5	0	0.0	3	37.5	4	50.0	2.250
6	8	1	12.5	2	25.0	5	62.5	0	0.0	1.500
7	8	2	25.0	1	12.5	5	62.5	0	0.0	1.375
8	8	0	0.0	0	0.0	2	25.0	6	75.0	2.750
9	8	0	0.0	0	0.0	5	62.5	3	37.5	2.375
10	8	0	0.0	0	0.0	8	100.0	0	0.0	2.000
11	8	0	0.0	0	0.0	5	62.5	3	37.5	2.375
12	8	0	0.0	0	0.0	2	25.0	6	75.0	2.750
13	8	0	0.0	0	0.0	2	25.0	6	75.0	2.750
14	8	0	0.0	1	12.5	4	50.0	3	37.5	2.250

TABLE 19 CONTINUED

ITEM	N	NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
15	8	0	0.0	0	0.0	1	12.5	7	87.5	2.875
16	8	0	0.0	1	12.5	6	75.0	1	12.5	2.000
17	8	0	0.0	0	0.0	0	0.0	8	100.0	3.000
18	8	0	0.0	0	0.0	5	62.5	3	37.5	2.375
19	8	0	0.0	0	0.0	6	75.0	2	25.0	2.250
20	8	0	0.0	0	0.0	1	12.5	7	87.5	2.875
21	8	0	0.0	0	0.0	6	75.0	2	25.0	2.250
22	8	0	0.0	0	0.0	8	100.0	0	0.0	2.000
23	8	0	0.0	1	12.5	4	50.0	3	37.5	2.250
24	8	0	0.0	0	0.0	6	75.0	2	25.0	2.250
25	7	0	0.0	0	0.0	7	100.0	0	0.0	2.000
26	8	1	12.5	0	0.0	4	50.0	3	37.5	2.125
27	8	0	0.0	1	12.5	4	50.0	3	37.5	2.125
28	8	0	0.0	1	12.5	3	37.5	4	50.0	2.375
29	8	0	0.0	1	12.5	3	37.5	4	50.0	2.375

TABLE 19 CONTINUED

		NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		
ITEM	N	NO.	%	NO.	%	NO.	%	NO.	%	MEAN
30	8	0	0.0	1	12.5	5	62.5	2	25.0	2.125
31	8	0	0.0	0	0.0	6	75.0	2	25.0	2.250
32	8	0	0.0	0	0.0	2	25.0	6	75.0	2.750
33	8	0	0.0	0	0.0	2	25.0	6	75.0	2.750
34	8	0	0.0	0	0.0	5	62.5	3	37.5	2.375
35	8	0	0.0	0	0.0	4	50.0	4	50.0	2.500
36	8	0	0.0	0	0.0	5	62.5	3	37.5	2.375
37	8	0	0.0	0	0.0	4	50.0	4	50.0	2.500
38	8	0	0.0	0	0.0	6	75.0	2	25.0	2.250
39	8	0	0.0	0	0.0	7	87.5	1	12.5	2.125
40	7	0	0.0	0	0.0	5	71.4	2	28.6	2.286
41	8	0	0.0	0	0.0	5	62.5	3	37.5	2.375
42	8	0	0.0	0	0.0	4	50.0	4	50.0	2.500
43	8	0	0.0	0	0.0	4	50.0	4	50.0	2.500
44	8	0	0.0	0	0.0	3	37.5	5	62.5	2.625
45	8	0	0.0	0	0.0	3	37.5	5	62.5	2.625

TABLE 20

RESPONSES OF COMBINED GROUPS CONCERNING THE IMPORTANCE OF SUPERVISORY TASKS

ITEM	N	NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	335	10	3.0	24	7.2	143	42.7	158	47.2	2.340
2	339	1	0.3	14	4.1	164	48.4	160	47.2	2.425
3	339	23	6.8	53	15.6	175	51.6	88	26.0	1.968
4	334	5	1.5	17	5.1	171	51.2	141	42.2	2.341
5	339	10	2.9	54	15.9	152	44.8	123	36.3	2.145
6	331	45	13.6	107	32.3	129	39.0	50	15.1	1.556
7	334	47	14.1	88	26.3	135	40.4	64	19.2	1.647
8	341	12	3.5	65	19.1	167	49.0	97	28.4	2.023
9	344	6	1.7	38	11.0	179	52.0	121	35.2	2.206
10	344	20	5.6	73	21.2	168	48.8	83	24.1	1.913
11	341	9	2.6	46	13.5	161	47.2	125	36.7	2.179
12	344	0	0.0	17	4.9	116	33.7	211	61.3	2.564
13	341	3	0.9	46	13.5	177	51.9	115	33.7	2.185
14	334	7	2.1	57	17.1	183	54.8	87	26.0	2.048

TABLE 20 CONTINUED

ITEM	N	NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
15	343	6	1.7	48	14.0	164	47.8	125	36.4	2.190
16	342	9	2.6	75	21.9	194	56.7	64	18.7	1.915
17	340	4	1.2	47	13.8	129	37.9	160	47.1	2.309
18	340	7	2.1	45	13.2	169	49.7	119	35.0	2.176
19	340	7	2.1	50	14.7	179	52.6	104	30.6	2.118
20	333	3	0.9	17	5.1	136	40.8	177	53.2	2.462
21	334	3	0.9	25	7.5	150	44.9	156	46.7	2.374
22	337	9	2.7	68	20.2	199	59.1	61	18.1	1.926
23	344	3	0.9	31	9.0	170	49.4	140	40.7	2.299
24	342	7	2.0	45	13.2	164	48.0	126	36.8	2.196
25	335	11	3.3	65	19.4	176	52.5	83	24.8	1.988
26	330	11	3.3	69	20.9	167	50.6	83	25.2	1.976
27	337	1	0.3	45	13.4	175	51.9	116	34.4	2.205
28	341	7	2.1	39	11.4	153	44.9	142	41.6	2.261
29	344	13	3.8	40	11.6	172	50.0	119	34.6	2.154

TABLE 20 CONTINUED

		NOT IMPORTANT		SOMEWHAT IMPORTANT		IMPORTANT		ESSENTIAL		
ITEM	N	NO.	%	NO.	%	NO.	%	NO.	%	MEAN
30	343	8	2.3	89	25.9	188	54.8	58	16.9	1.863
31	329	13	4.0	64	19.5	166	50.5	86	26.1	1.988
32	342	0	0.0	24	7.0	152	44.4	166	48.5	2.415
33	345	7	2.0	41	11.9	157	45.5	140	40.6	2.246
34	337	3	0.9	42	12.5	166	49.3	126	37.4	2.231
35	342	18	5.3	49	14.3	159	46.5	116	33.9	2.091
36	342	8	2.3	29	8.5	193	56.4	112	32.7	2.196
37	336	8	2.3	30	8.9	154	45.8	144	42.9	2.292
38	333	3	0.9	22	6.6	165	49.5	143	42.9	2.345
39	328	13	4.0	76	23.2	173	52.7	66	20.1	1.890
40	335	15	4.5	60	17.9	166	49.6	94	28.1	2.012
41	340	4	1.2	28	8.2	195	57.4	113	33.2	2.226
42	344	3	0.9	32	9.3	166	48.3	143	41.6	2.305
43	332	3	0.9	42	12.7	185	55.7	102	30.7	2.163
44	335	3	0.9	17	5.1	142	42.4	173	51.6	2.448
45	340	2	0.6	16	4.7	152	44.7	170	50.0	2.441

TABLE 21

RESPONSES OF DAY TRADE INSTRUCTORS GROUP CONCERNING THE FREQUENCY WITH WHICH DISTRICT SUPERVISORS PERFORM SUPERVISORY TASKS

ITEM	N	DON'T KNOW		NEVER		SOMETIMES		OFTEN		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	170	35	20.6	2	1.2	39	22.9	94	55.2	1.681
2	170	1	0.6	19	11.2	65	38.2	86	50.6	2.394
3	170	4	2.4	9	5.3	52	30.6	105	62.9	2.578
4	170	47	27.6	10	5.9	53	31.2	60	35.3	2.407
5	170	15	8.8	24	14.1	60	35.2	71	41.8	2.303
6	173	65	37.6	33	19.1	49	28.3	26	15.0	1.935
7	169	65	38.5	36	21.3	49	29.0	19	11.2	1.837
8	175	17	9.7	25	14.3	79	45.1	54	30.9	2.184
9	174	6	3.4	18	10.3	71	40.8	79	45.4	2.363
10	175	41	23.4	1	0.6	33	18.9	100	57.1	2.739
11	175	28	16.0	3	1.7	41	23.4	103	58.9	2.680
12	174	4	2.3	2	1.1	40	23.0	128	73.6	2.741
13	174	14	8.0	12	6.9	70	40.2	78	44.8	2.412
14	172	58	33.7	14	8.1	46	26.7	54	31.4	2.351

TABLE 21 CONTINUED

		DON'T KNOW		NEVER		SOMETIMES		OFTEN		
ITEM	N	NO.	%	NO.	%	NO.	%	NO.	%	MEAN
15	175	2	1.1	13	7.4	78	44.6	82	46.9	2.399
16	174	32	18.4	28	16.1	73	42.0	41	23.6	2.092
17	174	17	9.8	11	6.3	63	36.2	83	47.7	2.459
18	175	77	44.0	10	5.7	48	27.4	40	22.9	2.306
19	173	15	8.7	16	9.2	71	41.0	71	41.0	2.348
20	173	93	53.7	19	11.0	61	35.3	98	56.6	2.762
21	173	81	46.8	2	1.1	31	17.9	59	34.1	2.620
22	173	80	46.2	10	5.8	49	28.3	34	19.7	2.258
23	175	19	10.9	15	8.6	57	32.6	84	48.0	2.442
24	174	9	5.2	19	10.9	73	42.0	73	42.0	2.327
25	174	53	30.4	11	6.3	56	32.2	54	31.0	2.355
26	174	91	52.2	7	4.0	39	22.4	37	21.3	2.361
27	173	54	31.2	3	1.7	54	31.2	62	35.8	2.496
28	175	34	19.4	3	1.7	43	24.7	95	54.6	2.652
29	174	12	6.9	8	4.6	65	37.4	89	51.1	2.500

TABLE 21 CONTINUED

ITEM	N	DON'T KNOW NO.	DON'T KNOW %	NEVER NO.	NEVER %	SOMETIMES NO.	SOMETIMES %	OFTEN NO.	OFTEN %	MEAN
30	175	33	19.0	16	9.2	71	40.8	55	31.6	2.275
31	172	94	54.7	10	5.8	40	23.3	28	16.3	2.231
32	174	41	23.6	5	2.9	53	30.5	75	43.1	2.526
33	175	32	18.3	5	2.8	60	34.2	78	44.5	2.510
34	176	41	23.2	5	2.9	59	33.7	71	40.3	2.489
35	174	36	20.7	15	8.6	62	35.6	61	35.1	2.333
36	177	5	2.8	26	14.7	67	37.9	79	44.6	2.308
37	175	56	3.2	5	2.8	32	18.3	82	46.9	2.647
38	174	92	52.8	4	2.3	30	1.7	48	2.8	2.537
39	171	77	45.0	18	10.5	51	29.8	25	2.9	2.074
40	176	61	34.7	6	3.4	49	27.8	60	34.1	2.470
41	176	48	27.3	10	5.7	63	35.8	55	31.3	2.352
42	176	21	11.9	8	4.5	38	21.6	109	61.9	2.652
43	173	53	30.6	4	2.3	49	28.3	67	38.7	2.525
44	175	55	31.4	2	1.1	15	8.6	103	58.9	2.842
45	173	13	7.5	12	6.9	61	35.3	87	50.3	2.469

TABLE 22

RESPONSES OF COORDINATORS GROUP CONCERNING THE FREQUENCY WITH WHICH DISTRICT SUPERVISORS PERFORM SUPERVISORY TASKS

ITEM	N	DON'T KNOW		NEVER		SOMETIMES		OFTEN		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	97	12	12.4	2	2.1	33	34.0	50	51.5	2.565
2	97	0	0.0	1	1.0	27	27.8	69	71.1	2.701
3	97	0	0.0	2	2.1	25	25.8	70	72.1	1.701
4	97	13	13.4	0	0.0	14	14.4	41	42.3	2.488
5	97	2	2.1	6	6.2	50	51.5	39	40.2	2.347
6	97	14	14.4	23	23.7	46	47.4	14	14.4	1.892
7	96	22	22.7	13	13.4	49	50.5	12	12.4	1.986
8	98	3	3.1	2	2.0	41	41.8	52	53.1	2.526
9	98	0	0.0	6	6.1	40	40.8	52	53.1	2.469
10	98	3	3.1	2	2.0	30	30.6	63	64.3	2.642
11	98	3	3.1	0	0.0	22	22.4	73	74.5	2.768
12	98	0	0.0	2	2.0	12	12.2	84	85.7	2.837
13	98	3	3.1	3	3.1	33	33.7	59	60.2	2.589
14	98	6	6.1	10	10.2	50	51.0	32	32.7	2.239

TABLE 22 CONTINUED

ITEM	N	DON'T KNOW		NEVER		SOMETIMES		OFTEN		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
15	98	0	0.0	3	3.1	26	26.5	69	70.4	2.673
16	98	4	4.1	10	10.2	54	55.1	30	30.6	2.213
17	98	0	0.0	0	0.0	16	16.3	82	83.7	2.837
18	98	17	17.3	7	7.1	40	40.8	34	34.7	2.333
19	98	0	0	9	9.2	45	45.9	40	40.8	2.330
20	98	21	21.4	0	0.0	7	7.1	69	70.4	2.908
21	97	17	17.5	0	0.0	33	34.0	47	48.5	2.587
22	97	8	8.2	9	9.3	48	49.5	32	33.0	2.258
23	98	5	5.1	4	4.1	31	31.6	58	59.2	2.581
24	96	2	2.1	6	6.2	32	33.3	58	60.4	2.542
25	98	13	13.3	6	6.1	49	50.0	30	30.6	2.282
26	98	12	12.2	8	8.2	47	48.0	31	31.6	2.267
27	96	9	9.4	3	3.1	33	34.4	51	53.1	2.552
28	98	3	3.1	2	2.0	15	15.3	78	79.6	2.800
29	98	0	0.0	2	2.0	26	26.5	70	71.4	2.694

TABLE 22 CONTINUED

ITEM	N	DON'T KNOW NO.	DON'T KNOW %	NEVER NO.	NEVER %	SOMETIMES NO.	SOMETIMES %	OFTEN NO.	OFTEN %	MEAN
30	98	5	5.1	15	15.3	54	55.1	24	24.5	2.097
31	97	29	29.9	6	6.2	29	29.9	33	34.0	2.397
32	98	9	9.2	1	1.0	15	15.3	73	74.5	2.809
33	97	6	6.2	1	1.0	29	29.9	61	62.9	2.659
34	97	19	19.6	2	2.1	28	28.9	48	49.5	2.590
35	98	30	30.6	12	12.2	38	38.8	18	18.4	2.088
36	98	2	2.0	3	3.1	34	34.7	59	60.2	2.583
37	98	6	6.1	1	1.0	31	31.6	60	61.2	2.641
38	98	25	25.5	1	1.0	22	22.4	50	51.0	2.671
39	96	3	3.1	11	11.5	37	38.5	45	46.9	2.366
40	97	20	20.6	0	0.0	21	21.6	56	57.7	2.727
41	97	10	10.3	1	1.0	38	39.2	48	49.5	2.540
42	97	1	1.0	1	1.0	19	19.6	76	78.4	2.781
43	98	15	15.3	0	0.0	34	34.7	49	50.0	2.590
44	98	14	14.3	0	0.0	11	11.2	73	74.5	2.869
45	98	3	3.1	2	2.0	31	31.6	62	63.3	2.632

TABLE 23

RESPONSES OF ADMINISTRATORS GROUP CONCERNING THE FREQUENCY WITH WHICH DISTRICT SUPERVISORS PERFORM SUPERVISORY TASKS

ITEM	N	DON'T KNOW NO.	DON'T KNOW %	NEVER NO.	NEVER %	SOMETIMES NO.	SOMETIMES %	OFTEN NO.	OFTEN %	MEAN
1	64	4	6.3	3	4.7	24	37.5	33	51.6	2.500
2	63	3	4.8	4	6.3	19	30.2	37	58.7	2.550
3	64	2	3.1	3	4.7	23	35.9	36	56.3	2.532
4	63	2	3.2	9	14.3	25	39.7	27	42.9	2.295
5	64	5	7.8	7	10.9	33	51.6	19	29.7	2.203
6	62	10	16.1	29	46.8	20	32.3	33	53.2	1.500
7	63	20	31.7	18	28.6	22	34.9	3	4.8	1.651
8	64	3	4.7	6	9.4	37	57.8	18	28.1	2.197
9	64	4	6.3	3	4.7	20	31.3	27	42.2	2.400
10	63	11	17.5	11	17.5	20	31.7	21	33.3	2.192
11	64	11	17.2	1	1.6	18	28.1	34	53.1	2.623
12	64	2	3.1	3	4.7	15	23.4	44	68.8	2.661
13	64	3	4.7	4	6.3	39	60.9	18	28.3	2.230
14	63	7	11.1	12	19.0	30	47.6	14	21.9	2.036

TABLE 23 CONTINUED

ITEM	N	DON'T KNOW NO.	DON'T KNOW %	NEVER NO.	NEVER %	SOMETIMES NO.	SOMETIMES %	OFTEN NO.	OFTEN %	MEAN
15	64	2	17.2	1	1.6	37	57.8	24	37.5	2.371
16	64	8	12.5	13	20.3	35	54.7	8	12.5	1.911
17	64	3	4.7	3	4.7	23	35.9	35	54.7	2.525
18	64	3	4.7	8	12.5	35	54.7	18	28.1	2.164
19	64	3	4.7	7	10.9	35	54.7	19	29.7	2.197
20	61	24	39.3	13	20.3	24	37.5	28	43.8	2.649
21	64	5	7.8	5	7.8	26	40.6	28	43.8	2.390
22	65	3	4.6	19	29.2	33	50.8	10	15.4	1.855
23	64	4	6.3	1	1.6	29	45.3	30	46.8	2.483
24	65	7	10.8	11	16.9	29	44.6	18	27.7	2.121
25	65	10	15.4	12	18.5	31	47.7	12	18.5	2.000
26	65	12	18.5	17	26.2	24	36.9	12	18.5	1.906
27	65	3	4.6	10	15.4	34	52.3	18	27.7	2.129
28	64	7	10.9	1	1.6	20	31.3	36	56.3	2.614
29	65	3	4.6	3	4.6	34	52.3	25	38.5	2.355

TABLE 23 CONTINUED

ITEM	N	DON'T KNOW		NEVER		SOMETIMES		OFTEN		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
30	64	6	9.4	12	18.8	35	54.7	11	17.2	1.983
31	64	25	39.1	6	9.4	20	31.3	13	20.3	2.179
32	65	6	9.2	4	6.2	21	32.3	34	52.3	2.508
33	65	2	3.1	7	10.8	31	47.7	25	38.5	2.286
34	64	18	28.1	2	3.1	21	32.8	23	35.9	2.457
35	65	11	16.9	12	18.5	27	41.5	15	23.1	2.056
36	64	7	10.9	9	14.1	30	46.9	18	28.1	2.158
37	65	4	6.2	4	6.2	24	36.9	33	50.8	2.475
38	62	27	43.5	0	0.0	16	25.8	19	30.6	2.543
39	63	8	12.7	18	28.6	31	49.2	6	9.5	1.782
40	64	16	25.0	6	9.4	23	35.9	19	29.7	2.271
41	64	8	12.3	2	3.1	40	62.5	14	21.9	2.214
42	65	6	9.2	2	3.1	21	32.3	36	55.4	2.576
43	63	19	30.2	3	4.7	22	34.9	19	30.2	2.364
44	60	17	28.3	1	1.7	9	15.0	33	55.0	2.744
45	62	4	6.5	6	9.7	26	41.9	26	41.9	2.345

TABLE 24

RESPONSES OF SUPERVISORS GROUP CONCERNING THE FREQUENCY WITH WHICH DISTRICT SUPERVISORS PERFORM SUPERVISORY TASKS

ITEM	N	DON'T KNOW		NEVER		SOMETIMES		OFTEN		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	8	0	0	0	0	1	12.5	7	87.5	2.875
2	8	0	0	0	0	2	25.0	6	75.0	2.750
3	8	0	0	0	0	2	25.0	6	75.0	2.750
4	8	0	0	0	0	4	50.0	4	50.0	2.500
5	8	0	0	1	12.5	3	37.5	4	50.0	2.375
6	8	0	0	2	25.0	6	75.0	0	0	1.750
7	8	0	0	3	37.5	5	62.5	0	0	1.625
8	8	0	0	0	0	2	25.0	6	75.0	2.750
9	8	0	0	0	0	2	25.0	6	75.0	2.750
10	8	0	0	0	0	3	37.5	5	62.5	2.625
11	8	0	0	0	0	1	12.5	7	87.5	2.875
12	8	0	0	0	0	1	12.5	7	87.5	2.875
13	8	0	0	0	0	2	25.0	6	75.0	2.750
14	8	0	0	1	12.5	5	62.5	2	25.0	2.125

TABLE 24 CONTINUED

ITEM	N	DON'T KNOW NO.	DON'T KNOW %	NEVER NO.	NEVER %	SOMETIMES NO.	SOMETIMES %	OFTEN NO.	OFTEN %	MEAN
15	8	0	0	0	0	1	12.5	7	87.5	2.875
16	8	0	0	0	0	1	12.5	7	87.5	2.875
17	8	0	0	0	0	7	87.5	1	12.5	2.125
18	8	0	0	0	0	4	50.0	4	50.0	2.500
19	8	0	0	0	0	5	62.5	3	37.5	2.375
20	8	0	0	0	0	0	0	8	100.0	3.000
21	8	0	0	0	0	4	50.0	4	50.0	2.500
22	8	0	0	0	0	5	62.5	3	37.5	2.375
23	8	0	0	0	0	5	62.5	3	37.5	2.375
24	8	0	0	0	0	5	62.5	3	37.5	2.375
25	8	0	0	1	12.5	7	87.5	0	0	1.875
26	8	0	0	0	0	5	62.5	3	37.5	2.375
27	8	0	0	1	12.5	5	62.5	2	25.0	2.125
28	8	0	0	0	0	1	12.5	7	87.5	2.875
29	8	0	0	0	0	4	50.0	4	50.0	2.500

TABLE 24 CONTINUED

ITEM	N	DON'T KNOW NO.	%	NEVER NO.	%	SOMETIMES NO.	%	OFTEN NO.	%	MEAN
30	8	0	0	0	0	5	62.5	3	37.5	2.375
31	8	0	0	0	0	6	75.0	2	25.0	2.250
32	8	0	0	0	0	0	0	8	100.0	3.000
33	8	0	0	0	0	2	25.0	6	75.0	2.750
34	8	0	0	0	0	4	50.0	4	50.0	2.500
35	8	0	0	0	0	4	50.0	4	50.0	2.500
36	8	0	0	0	0	4	50.0	4	50.0	2.500
37	8	0	0	0	0	5	62.5	3	37.5	2.375
38	8	0	0	0	0	5	62.5	3	37.5	2.375
39	8	0	0	0	0	4	50.0	4	50.0	2.500
40	7	0	0	0	0	4	50.0	3	37.5	2.429
41	8	0	0	0	0	5	62.5	3	37.5	2.375
42	8	0	0	0	0	0	0	8	100.0	3.000
43	8	0	0	0	0	2	25.0	6	75.0	2.750
44	8	0	0	0	0	1	12.5	7	87.5	2.875
45	8	0	0	0	0	2	25.0	6	75.0	2.750

TABLE 25

RESPONSES OF COMBINED GROUPS CONCERNING THE FREQUENCY WITH WHICH DISTRICT SUPERVISORS PERFORM SUPERVISORY TASKS

ITEM	N	DON'T KNOW		NEVER		SOMETIMES		OFTEN		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
1	339	51	15.0	7	2.1	97	28.6	184	54.3	2.615
2	339	4	1.2	24	7.1	113	33.3	198	58.4	2.519
3	339	6	1.8	14	4.1	102	30.1	217	64.0	2.610
4	338	62	18.3	19	5.6	125	37.0	132	39.1	2.409
5	339	22	6.5	38	11.2	146	43.1	133	39.2	2.300
6	340	89	26.2	87	25.6	121	35.6	43	12.6	1.825
7	338	109	32.2	70	20.7	125	37.0	34	10.1	1.843
8	345	23	6.7	33	9.6	159	46.1	130	37.7	2.301
9	344	10	2.9	27	7.8	143	41.6	164	47.7	2.410
10	344	55	16.0	14	4.1	86	25.0	149	43.3	2.606
11	345	42	12.2	4	1.2	82	23.8	217	62.9	2.703
12	344	6	1.7	7	2.0	68	19.8	263	76.5	2.757
13	344	20	5.8	19	5.5	144	41.9	161	46.8	2.438
14	341	71	20.8	37	10.9	131	38.4	102	29.9	2.241

TABLE 25 CONTINUED

ITEM	N	DON'T KNOW		NEVER		SOMETIMES		OFTEN		MEAN
		NO.	%	NO.	%	NO.	%	NO.	%	
15	345	4	1.2	17	4.9	142	41.2	182	52.8	2.484
16	345	44	12.8	51	14.8	169	49.0	80	23.2	2.097
17	344	20	5.8	14	4.1	102	29.7	208	60.5	2.599
18	345	97	28.1	25	7.2	127	36.8	96	27.8	2.286
19	343	22	6.4	32	9.3	156	45.5	133	38.8	2.315
20	339	138	40.7	0	0.0	39	11.5	162	47.8	2.806
21	342	103	30.1	7	2.0	94	27.5	138	40.0	2.548
22	343	91	26.5	38	11.1	137	39.9	77	22.4	2.155
23	345	28	8.1	20	5.8	122	35.4	175	50.7	2.489
24	343	16	4.7	36	10.5	139	40.5	152	44.3	2.355
25	345	76	22.0	30	8.7	143	41.4	96	27.8	2.245
26	345	115	33.3	32	9.3	115	33.3	83	24.1	2.222
27	342	66	19.3	17	49.7	126	36.8	133	38.9	2.420
28	345	44	12.8	6	17.4	79	22.9	216	62.6	2.698
29	345	15	43.5	13	3.8	129	37.4	188	54.5	2.530

TABLE 25 CONTINUED

ITEM	N	DON'T KNOW NO.	DON'T KNOW %	NEVER NO.	NEVER %	SOMETIMES NO.	SOMETIMES %	OFTEN NO.	OFTEN %	MEAN
30	345	44	12.8	43	12.5	165	47.8	93	27.0	2.166
31	341	148	43.4	22	6.5	95	27.9	76	22.3	2.280
32	345	56	16.2	10	3.0	89	25.8	190	55.1	2.623
33	345	40	11.6	13	3.8	122	35.4	170	49.3	2.515
34	345	78	22.6	9	2.6	112	32.5	146	42.3	2.513
35	345	77	22.3	39	11.3	131	38.0	98	28.4	2.220
36	347	14	4.0	38	11.0	135	38.9	160	46.1	2.366
37	346	66	19.1	10	2.9	92	26.6	178	51.4	2.600
38	342	144	42.1	5	1.5	73	21.3	120	35.1	2.581
39	338	88	26.0	47	13.9	123	36.4	80	23.7	2.132
40	344	97	28.2	12	3.5	97	28.2	138	40.1	2.510
41	345	66	19.1	13	3.8	146	42.3	120	34.8	2.384
42	346	28	8.1	11	3.2	78	22.5	229	66.2	2.686
43	342	87	25.4	7	2.0	107	31.3	141	41.2	2.525
44	341	86	25.2	3	0.9	36	10.6	216	63.3	2.835
45	341	20	5.9	20	5.9	120	35.2	181	53.1	2.502

TABLE 26

MEAN RANK OF TASK IMPORTANCE WITHIN SELECTED AREAS OF SUPERVISION AS PERCEIVED BY THE RESPONDENT GROUPS

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
			Administration		
1.	Assists local school administrators in maintaining minimum state standards.	6	19	11	13
12.	Communicates state level policy to local teachers and administrators.	1	1	1	6
27.	Advises and assists with the development of local plans for vocational education.	19	20	21	37
20.	Keeps the state supervisor informed concerning vocational education activities in his district.	3	4	5	2.5
35.	Interprets requirements and standards for first-aid and safety equipment in schools.	12	44	23	13.5
44.	Participates in supervisory conference committee meetings and state level staff meetings.	4	3	7	9.5
6.	Assists instructors, coordinators and administrators in budget planning.	44	45	45	44

TABLE 26 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
11.	Develop effective reports and written materials.	24	18	28.5	21
17.	Plans, organizes and conducts district meetings for discussing topics of common concern.	27	2	17	1
21.	Advises local administrators about policies and procedures for approving new programs of trade and industrial education.	8	10	2	30
38.	Communicates curricula needs of local schools to the state supervisor.	7	11	12	30
7.	Assists in resolving conflict between teachers and administrators.	45	42	44	45

TABLE 26 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
			Curriculum and Instruction		
18.	Helps local schools plan for new facilities, equipment and materials.	20	30	25	21
8.	Makes recommendations concerning the most efficient use of facilities and equipment.	39	27.5	31	6
22.	Assists in the planning and development of adult education programs to be provided by a local program of trade and industrial education.	38	41	36	41.5
28.	Assists in the planning and coordination of district wide youth activities.	28	9	10	21
14.	Assists local personnel in the planning of trade and industrial education programs for youths and adults with special needs.	26	38	37	30
33.	Assists with the orientation of instructional staff personnel in the development of appropriate in-service training activities.	17	17	19	6
39.	Aids teachers and administrators in planning effective community surveys.	42	37	41	37

TABLE 26 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
2.	Informs teachers of new developments in equipment and resources for instruction.	5	5	8	21
13.	Encourages the use of community resources in the individual program.	23	12	27	6
19.	Encourages and assists individual teachers in the development of effective techniques of self-evaluation.	30	33.5	25	30
34.	Consults with teacher educators concerning pre-service training needs of instructors and coordinators.	16	29	13	21
9.	Aids teachers in applying new ideas, practices and skills gained through training.	25	24	14	21
29.	Encourages and assists instructors and coordinators in developing an individual professional improvement program including membership in national, state, and local professional organizations.	31	21.5	20	21
30.	Assists administrators and instructors in the development and utilization of advisory committees.	37	43	39.5	37

TABLE 26 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
45.	Provides leadership and assistance in the improvement of teaching techniques.	2	7	6	9.5
3.	Encourages and assists in the use of VICA as an instructional tool.	43	31	28.5	37
23.	Aids in the selection, organization and preparation of books, study guides and other teaching materials to be provided for a local program of trade and industrial education.	11	12	15	30

TABLE 26 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
			Evaluation		
4.	Discusses program difficiencies with local school officials.	10	15.5	4	13.5
25.	Makes recommendations concerning the addition and/or deletion of programs from the curriculum.	34	40	34	41.5
32.	Checks all aspects of local program activity to insure that minimum state standards are being met.	9	6	3	6
24.	Keeps the instructor well informed concerning the quality of his instruction.	18	15.5	32	30
40.	Evaluates personnel and programs on the basis of information submitted and other written materials.	33	32	39.5	30
15.	Visits classrooms to observe and evaluate teachers and programs.	32	13	18	2.5
41.	Identified problems or obstacles which hinder the achievement of trade and industrial education program goals.	14	23	22	21

TABLE 26 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
43.	Uses evaluation results in improving and projecting the program.	22	26	30	13.5
36.	Keeps the instructor informed concerning the quality of his instruction.	15	21.5	33	21

TABLE 26 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
			Public Relations		
5.	Assists teachers in developing good working relationships with other teachers, counselors and administrators.	29	27.5	25	30
42.	Gives credit and praise to persons responsible for high quality trade and industrial education programs.	13	14	9	13.5
37.	Represents the trade and industrial program as a liaison agent with school administrators.	21	8	16	13.5
10.	Attends advisory committee meetings, banquets and other local program meetings when requested.	41	33.5	43	41.5
31.	Establishes and maintains effective relationships with labor, management, and manpower organizations.	35	36	38	30
26.	Promotes desirable relationships between a local program of trade and industrial education and agencies in the local community.	36	40	34	41.5
16.	Helps individual teachers plan and conduct effective public relations activities.	40	35	42	41.5

TABLE 27

MEAN RANK OF FREQUENCY OF TASK PERFORMANCE WITHIN SELECTED AREAS OF SUPERVISION AS PERCEIVED BY THE RESPONDENT GROUPS

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
			Administration		
1.	Assists local school administrators in maintaining minimum state standards.	5	25	12	7
12.	Communicates state level policy to local teachers and administrators.	3	3.5	2	7
27.	Advises and assists with the development of local plans for vocational education.	17	26	34	41
20.	Keeps the state supervisor informed concerning vocational education activities in his district.	2	1	3	2
35.	Interprets requirements and standards for first-aid and safety equipment in schools.	33	43	36	23.5
44.	Participates in supervisory conference committee meetings and state level staff meetings.	1	2	1	7
6.	Assists instructors, coordinators, and administrators in budget planning.	44	45	45	44

TABLE 27 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
11.	Develop effective reports and written materials.	6	8	14	7
17.	Plans, organizes, and conducts district meetings for discussing topics of common concern.	21	3.5	10	33.5
21.	Advises local administrators about policies and procedures for approving new programs of trade and industrial education.	10	22	17	23.5
38.	Communicates curricula needs of local schools to the state supervisor.	12	14	8	7
7.	Assists in resolving conflict between teachers and administrators.	45	44	44	45

TABLE 27 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
		Curriculum and Instruction			
18.	Helps local schools plan for new facilities, equipment, and materials.	36	35	32	23.5
8.	Makes recommendations concerning the most efficient use of facilities and equipment.	41	29	28.5	14.5
22.	Assists in the planning and development of adult education programs to be provided by a local program of trade and industrial education.	39	39	42	33.5
28.	Assists in the planning and coordination of district wide youth activities.	8	6	5	7
14.	Assists local personnel in the planning of trade and industrial education programs for youths and adults with special needs.	31	40	37	41
33.	Assists with the orientation of instructional staff personnel in the development of appropriate in-service training activities.	15	15	23	14.5
39.	Aids teachers and administrators in planning effective community surveys.	43	33	43	14.5

TABLE 27 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
2.	Informs teachers of new developments in equipment and resources for instruction.	26	10.5	7	14.5
13.	Encourages the use of community resources in the individual program.	23	21	25	14.5
19.	Encourages and assists individual teachers in the development of effective techniques of self-evaluation.	32	36	28.5	33.5
34.	Consults with teacher educators concerning pre-service training needs of instructors and coordinators.	18	19.5	14.5	23.5
9.	Aids teachers in applying new ideas, practices and skills gained through training.	27	31	16	14.5
29.	Encourages and assists instructors and coordinators in developing an individual professional improvement program including membership in national, state, and local professional organizations.	16	12	20	23.5
30.	Assists administrators and instructors in the development and utilization of advisory committees.	38	42	39	33.5

TABLE 27 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
45.	Provides leadership and assistance in the improvement of teaching techniques.	20	18	21	14.5
3.	Encourages and assists in the use of VICA as an instructional tool.	11	10.5	9	12
23.	Aids in the selection, organization, and preparation of books, study guides, and other teaching materials to be provided for a local program of trade and industrial education.	22	24	13	33.5

TABLE 27 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
			Evaluation		
4.	Discussed program difficiencies with local school officials.	24	30	22	23.5
25.	Makes recommendations concerning the addition and/or deletion of programs from the curriculum.	29	37	38	43
32.	Checks all aspects of local program activity to insure that minimum state standards are being met.	13	5	11	2
24.	Keeps the instructor well informed concerning the quality of his instruction.	34	27	35	33.5
40.	Evaluates personnel and programs on the basis of information submitted and other written materials.	19	9	24	28
15.	Visits classrooms to observe and evaluate teachers and programs.	25	13	18	7
41.	Identified problems or obstacles which hinder the achievement of trade and industrial education program goals.	30	28	26	33.5

TABLE 27 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
43.	Uses evaluation results in improving and projecting the program.	14	19.5	19	14.5
36.	Keeps the instructor informed concerning the quality of his instruction.	35	23	33	23.5

TABLE 27 CONTINUED

ITEM	TASK	Day Trade Instructors	Coordinators	Administrators	District Supervisors
		MEAN RANK			
		Public Relations			
5.	Assists teachers in developing good working relationships with other teachers, counselors, and administrators.	37	34	27	33.5
42.	Gives credit and praise to persons responsible for high quality trade and industrial education programs.	7	7	6	2
37.	Represents the trade and industrial program as a liaison agent with school administrators.	9	17	14.5	33.5
10.	Attends advisory committee meetings, banquets, and other local program meetings when requested.	4	16	30	19
31.	Establishes and maintains effective relationships with labor, management, and manpower organizations.	40	32	31	39
26.	Promotes desirable relationships between a local program of trade and industrial education and agencies in the local community.	28	38	41	33.5
16.	Helps individual teachers plan and conduct effective public relations activities.	42	41	40	7

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